JOURNAL of the CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

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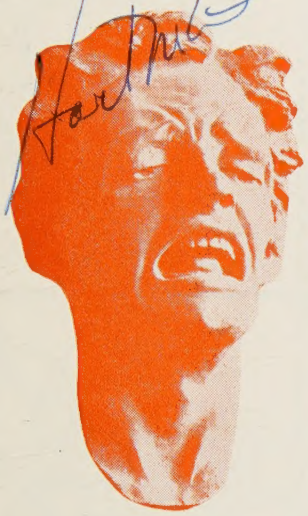

"EXHAUSTION"

"BREATHLESSNESS"

"FATIGUE"

"EFFORT"

FOUR MASQUES

SCULPTURED BY

R. TAIT McKENZIE — Artist of The Living Clay

Vol. 25 **January, 1959** **No. 3**

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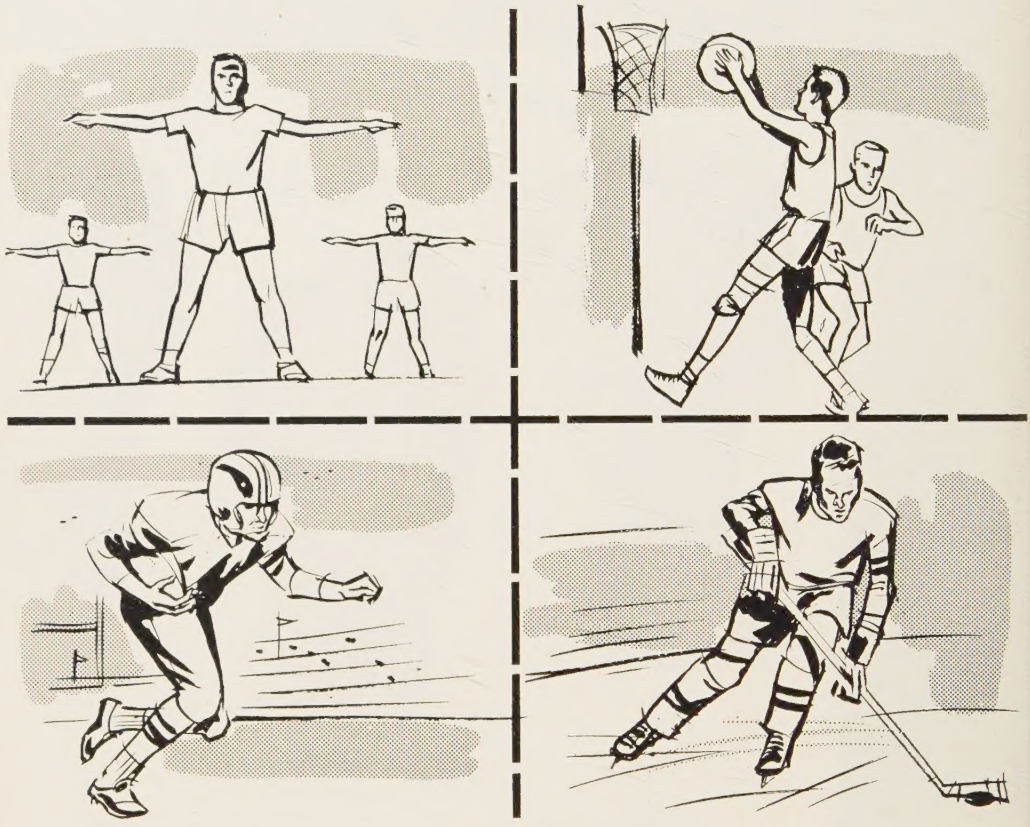

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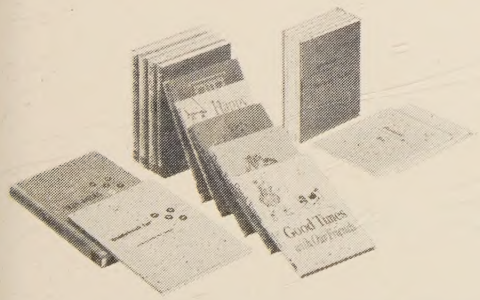

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Journal of the Canadian Association For Health, Physical Education And Recreation

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Cover: The four masques were sculptored by the internationally-famous physical educator and artist R. Tait McKenzie whose life history is the feature article of this Journal. The article was written by C. R. Blackstock one of the first CAHPER Honour Award recipients for outstanding contributions to the fields of health, physical education and recreation in Canada.

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Editorially Speaking

Are You Interested?*

by STEWART A. DAVIDSON
CAHPER National Vice-president for Health
542 Maplebrook Ave, Beaurepaire, P.Q.

You are Mr. Average Canadian and you are seated in your warm, comfortable Canadian home of hope and freedom. And then, because you happen also to be a physical educator by profession, you find that the rosy glow dims somewhat as you think back to the children and youth and even adults you have been observing in your physical education classes at school, in college and in community centers:

Small children who were unable to walk confidently along the narrow edge of an overturned bench, a height of 12" from the floor.

Bigger children who were unable to to jump back and forth across a bench even with the help of their hands.

High school youths who were unable to support their own body weight in a hanging position for longer than 30 seconds; let alone lift that body weight so that the chin might reach a high bar.

College students who could not step up and down on a 15" bench for one minute without bringing about an acute case of breathlessness and accelerated pulse rate which would refuse to return to normal.

Adults who rush for their seats to sit and recover their breath after one or two square dances.

Before you read any further let me explain that this particular physical educator is not one who works in a hospital concerned with the rehabilitation of the physically handicapped, but, shocking, he is responsible for the physical education programme in a large city in a progressive area where little expense has been spared in providing the best in facilities and equipment, and in a community which ranks quite high in the socio-economic sphere.

Do you recognize the locale? It might even be your home-town.

And then, as this physical educator remembers these instances of physically-moronic behaviour, he remembers also the frustrations he experienced while trying to alleviate this sad situation.

He remembers the lack of support on the part of parents who refused to accept the fact that their children could be considered below par physically and who were quick to write notes excusing John or Jane from their physical education classes. He remembers the lack of skilled help available because of the shortage of trained physical educators. He remembers the far too-limited amount of time set aside in the curriculum for physical education.

He remembers the lack of interest on the part of fellow-teachers and parents in the programme which he is attempting to carry out. He remembers that the importance of a subject seems only to be judged by its affect upon a student's report card in terms of a percentage mark, and that, in this respect, physical education seems to have little status.

Do you recognize these frustrations? They might even exist in your school system.

As Vice-President for Health in the Canadian Association for Health, Physical Education and Recreation, I would earnestly recommend an increased interest on the part of Canadian citizens in the programmes of Health, Physical Education, and Recreation which exist in your community and would make a plea for your

*Editor's Note: This guest editorial originally was written by Dr. Stewart A. Davidson for publication during National Health Week by the Health League of Canada.

THE PRESIDENT'S PAGE

By DR. M. L. VAN VLIET
School of Physical Education, University of Alberta

From a national professional point there are at least three things that require rather immediate attention by all the members of our Association. The first is the nomination of officers for the next two-year term. Your professional Association requires and deserves the best possible executive. Give this problem the attention it deserves, check the nomination procedure and forward the results of your deliberations to Mr. Lorne Brown, Chairman of the Nomination Committee.

Elsewhere in this edition of the Journal you will find nomination blanks for the national Honor Award. Recommendations for the Honor Award should be considered a privilege and a responsibility by all members. The history of this Award reads like a Who's Who of Health Education, Physical Education and Recreation for Canada and we are all charged with the responsibility of not overlooking a deserving colleague while at the same time maintaining a high standard in our selections. Nominations should be sent to Dr. J. B. Kirkpatrick, Chairman, Honor Awards Committee, University of Saskatchewan.

A third major consideration is the realization that the 1959 Convention is especially

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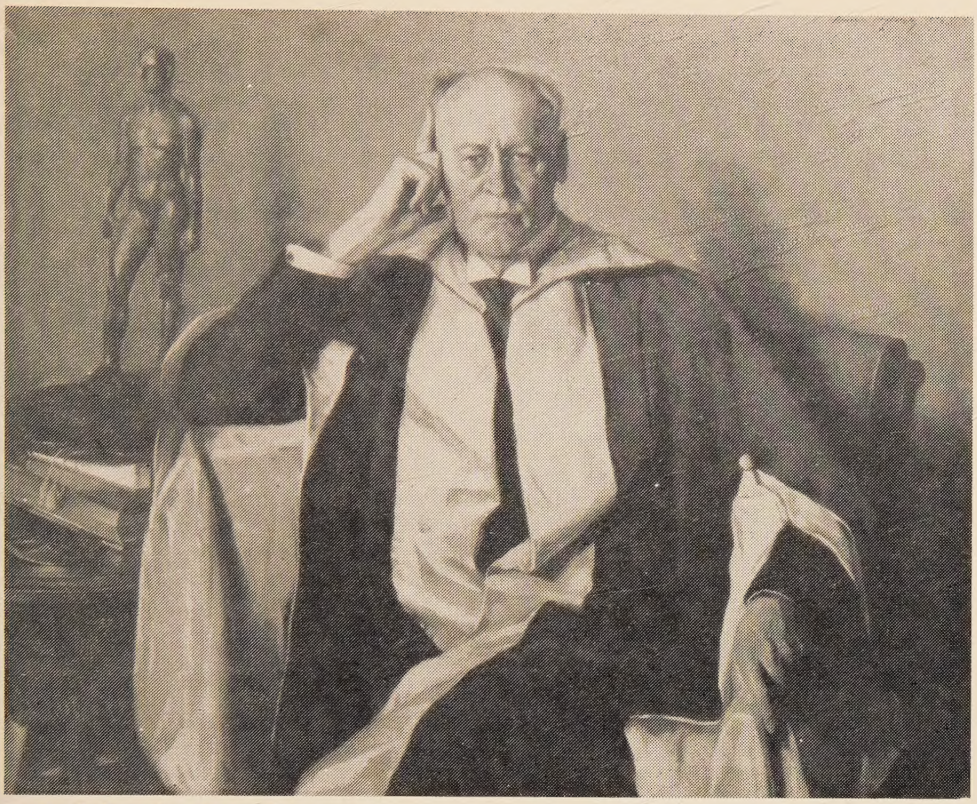
frequent and more effective periods of active co-operation in bringing about more and Recreation in Canadian schools and colleges to the end that a primary aim of the Canadian Association for Health, Physical Education and Recreation may be achieved; that is: "To provide an opportunity for individuals and groups to act in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound".

instruction in Health, Physical Education designed to reorganize, strengthen and develop our national Association. This means that while there may be quite so many "visiting firemen" as we have had in the past, and the entertainment may not extend itself into the morning and afternoon sessions, every effort will be made to settle as many major issues as possible (including the frame work for a new constitution, fee structure, the mechanics of Journal publication, etc.) with a real effort made to develop a master plan for the next two years. Make your plans **now** to attend this Convention where we will strive to effect a historical turning point in the progress of C.A.H.P.E.R.

We continue to feel the need for more advertising in the Journal. If you have any ideas, please take immediate action or inform the Mr. Gordon Wright, Dept. of Education, 206 Huron St. Toronto, Ontario. All those who have actually arranged for the purchase of advertising space should forward all information to Mr. Murray Smith CAHPER Journal Business Manager, c/o School of Physical Education, University of Alberta.

It is interesting to note the imagination and progressive thinking taking place between Jack Passmore of Ontario College of Education and Lorne Brown of the Faculty of Education at U.B.C. They are exchanging duties for one week during the month of March, an idea which will benefit them, their fellow students and the teaching profession generally. Congratulations fellows! Incidentally, Jack may find it possible to leave a few days early and stop over one or two places for speaking engagements. He is due to arrive in Vancouver March 15th. If you are interested, please drop him a line c/o Ontario College of Education, Toronto, Ont.

Come West young men and women. We have a great experience waiting for you in Edmonton in June.



Pensketch of a Leader:

R. TAIT McKENZIE ---- Educator and Sculptor*

by C. R. BLACKSTOCK
Pickering College, Newmarket, Ontario

"The heart of discipline is the constant vision of greatness"
—Elton Trueblood

One of the wonderful things in my life has been the opportunities there have been to associate with able men and women. The interest they have taken in me has been a constant stimulus. The demands they have made, required me to reach, often, far beyond my powers and nearly always beyond what I thought I could do. This association with these able, sometimes great persons in our field, permitted me to learn much about the way in which they have disciplined themselves to achieve their goals.

You too probably find it interesting if not fascinating to endeavour to find out what it is that makes any man "tick" but particularly of those whom you rate as able, great and accomplished. Motivation is the key to most personalities. Why we behave as we do is essential to an understanding of action behaviour.

In the field of physical education, you at your university (Toronto) have had several oustanding persons. Miss Falconer

who kept alive the course for so long. The late Dr. Jas. W. Barton, for fourteen years, the director of the Department, who created such a lively interest in good growth and development among the men in the early part of this century. And presently your Director (Dr. H. Ebbs) of the school, one who is internationally known and respected in so many fields.

Topflight Leaders

Oberlin College in the U. S. midwest must have had some unusually able teachers because the graduates of that College became a galaxy of topflight leaders in the U. S. during the second quarter of the twentieth century. People like Jay Nash and Jesse F. Williams are two of which you know. Springfield College has the same kind of a reputation in the world Y.M.C.A.

Why all this about discipline and motivation and old "greats". Well, you are interested in R. Tait McKenzie and think that you would like to name your society after him. I am sure he would be most happy and complimented, were he alive, to grant your request. But this is not something you should take to yourselves lightly, nor should you do so without first looking back into the past to discover what sort of man he was. By so doing you may come to appreciate the responsibilities that you are assuming. If you take his name then you are duty bound to become, in the future, great — great through your abilities, your efforts, you devotion and dedication to health, physical education and recreation for people.

His Boyhood

Robert Tait McKenzie was the third of four children born to immigrant Scotch parents at the manse at Almonte, May 1867. While he went to the local schools he showed a fondness and good skill in the outdoor sports readily available in a pioneer settlement in the bush country at the foot of the Canadian Shield. Here on the hills, along the streams, he was exposed to a constant but changing vision of beauty and of wonder.

He took his final year at the Ottawa Collegiate before proceeding to McGill at eighteen years of age. He had his B.A. by 1889 and completed his medical degree in 1892.

When Tait was nine years old his father died. The congregation made a gift of a house in Almonte to Mrs. McKenzie and her four children. Somehow, these five contrived ways to get a good education. The mother had all the Scotch determination of her forebearers and the children surely added their full shares.

There was little of art in Tait's schooling. In Ottawa he did some drawing but he felt he was no good at it. He occasionally attempted to use water colours. In his home there was a good atmosphere for thought, reading, bringing some of the best English Literature into their spot in the wilderness.

Tenacity of Purpose

As a youth he was slight and small of stature. At university he undertook to develop himself through gymnastics, becoming the champion of the university. The improvement opened a spot for him on the rugby team and in Intercollegiate track and field he did well, setting a high jump record that stood for quite some years.

These experiences and those of doing well at College appear to have created all his later efforts and led him to do a great deal of basic research not only in the practice of medicine and physical education but in sculpture too.

Research at McGill

After his appointment as medical director of physical training at McGill he found that remedial or correctable defects were common. In the U. S. a number of doctors were seeking to establish anthropometric standards, towards which they could urge the students at their universities to work.

* Editor's Note: This paper was presented to the Honour Society of the School of Physical and Health Education of the University of Toronto, October 1957 by Mr. Blackstock. The occasion was the meeting at which the Society named itself "The R. Tait McKenzie Society". Members of the Society must be top honours students of the second and third years. An article treating the establishment of this Society appeared in March 1958 issue of the Journal. Perhaps this pensketch of a great leader will serve to motivate other student bodies to form similar societies.

Dr. Dudley Sargeant at Harvard was one of them with whom McKenize spent a summer seession learning more about these so-called ideal dimensions for a man.

Through his studies, especially in anatomy, he came to know the human frame. Here he learned the intricate beauty of structure, which permits function, the release of energy under controlled direction to accomplish a goal.

Like many Scots before and after him he was an idealist, a determined one, who burned hotly for his ideas and goals. If you study his life you will find that he was an ardent and scholarly pursuer of the beautiful, the perfect, the ideal.

An Artist of the Spirit

Few of the sculptured figures he created are distorted. He treated the living features exactly. These athletic figures stop some definite moment of action. They also strive, and usually succeed, in catching a precise aspect of the emotion that underlies the action. The memorials are life-like too whether it be an action "shot" or the time of pause or contemplation preceding the action.

And underlying all this you will see that the emotion related to the action shines through in the face, in the position of the body, in the grouping of the figures or by means of a combination of these. The joy, the zest, the determination, the concentration, and sometimes even the vision are evident, lending a vicarious participation factor for the viewer.

This catching of the "spirit of the occasion" within the clay, the stone, the bronze, seems to me to be a special characteristic of McKenize's work. The art critics favour such contemporary sculptors of the romantic school as Rodin and Epstein. McKenzie was of the Greek, the classical tradition, seeking to preserve the "now" including the "spirit" of the event. And to us who would mould the "living clay" we too know that unless we can touch the fire the spirit of the individual our efforts will be of little avail. McKenzie was an artist of the spirit.

Artist of the Living Clay

McKenzie pioneered medical examinations of entering students to Canadian universities using the findings to recommend a programme of activity. His practice of medicine in Montreal at this time became specialized — the treatment of deformity and defect through exercise.

The better to illustrate his findings in a study of the effects of fatigue he took his first step in sculpture in the round — the Four Masks: Effort, Breathlessness, Fatigue and Exhaustion. (See cover of Journal)

The studies in anthropometry lead to the first sculpture of the full figure The Sprinter, which was given by McGill for the Intercollegiate Track and Field trophy in 1905. This figure led the Society of Directors of Physical Education in Colleges to commission him to do a statue of the ideal all-round athlete. The statue was created using the great accumulation of measurements of university men the Society made available to McKenzie.

Accepts Chair at University of Pennsylvania

In 1904 McKenzie accepted the chair of Physical Education, newly created at the University of Pennsylvania. Here, where he spent the rest of his professional life, McKenzie flowered as a topflight physical educator, often leading the profession in their thinking and practice. To him physical education could be exact in its investigations; could provide a programme prescribed for the individual to suit his nature and needs; and physical education could be for all a means of increasing development, improving skill, adding exhileration to life and the joy of effort.

Dr. McKenzie was a scholar who even before left Canada was associated with others in the U.S. who were making a concerted effort to raise the status of physical education in the university faculties. 1905 the Academy of Physical Education was established. Active members are limited to fifty. McKenzie was #2, Clark Hetherington #1 of the original five members. The purpose of the Academy: "To bring together those who are doing original scientific work in the field of physical training and to aid in the promotion of such work".

At U. of Penn. McKenzie really got into his sculpture of the athlete. You will

MILL OF KINTAIL

have to refer to more exhaustive and definitive works than this is to see the products of his creative efforts. This quote from his writing is enlightening "The sportsman needs the artist for if the technique and beauty of our present sports are to be preserved for the future it must be done by him alone".

Pioneer in Rehabilitation Medicine

What we know of now as rehabilitation medicine was still an unexplored field at the time of the 1914 — 1915. Failing to get into the Canadian Medical Corps, he did succeed in enlisting in R.A.M.C. He was largely responsible for the organization and procedures for the British army rehabilitation programme. He returned to do the same for the Canadian army and on the call of the U.S. Surgeon—General, for the U.S. services. From this military experience come the therapy departments we now have in hospitals.

From the war experience came the memorials, the most famous of which is the Scottish American in Edinburgh. Look closely at these when you can, as they are done by one who knew all the devastion that comes to the body in war but who chose to remember youth answering a call, and reponding to the threat that war makes to life and the future.

Mill of Kintail

In 1930 McKenzie returned to Almonte and purchased an old grist mill built in 1830. This he set up as a summer home and studio. To this, which he named the Mill of Kintail, he brought many of his models and began adding a collection of the pioneer arts and crafts. To-day the mill is owned by Maj. J. F. Leys who is endeavouring to carry out the long range plans McKenzie left for its development.

Each May the Leys invite to the Mill a group of artists, educators and persons interested in McKenzie's life and work for a commemorative ceremony.

Here then is a sketch of the man whose name you would have lend distinction to your society. He served the profession with a unique dedication, holding high and low offices. You will know that the A.A.H. P.E.R. seal was his creation which he

JUST FOR TODAY . . .

Just for today I will try to live through this day only, and not tackle my whole life problem at once. I can do something for twelve hours that would appall me if I felt that I had to keep it up for a lifetime.

Just for today I will be happy. This assumes to be true what Abraham Lincoln said, "Most folks are as happy as they make up their minds to be."

Just for today I will adjust myself to what is, and not try to adjust everything to my own desires. I will take my "luck" as it comes, and fit myself to it.

Just for today I will try to strengthen my mind. I will study. I will learn something useful, I will not be a mental loafer, I will read something that requires effort, thought and concentration.

Just for today I will exercise my soul in three ways: I will do somebody a good turn, and not get found out, if anybody knows of it, it will not count. I will do at least two things I don't want to do—just for exercise. I will not show anyone that my feelings are hurt: they may be hurt, but today I will not show it.

Just for today I will be agreeable. I will look as well as I can, dress becomingly, talk low, act courteously, criticize not one bit, not find fault with anything and not try to improve or regulate anybody except myself.

Just for today I will have a quiet half hour all by myself, and relax. During this half hour, sometime, I will try to get a better perspective of my life.

Just for today I will be unafraid. Especially I will not be afraid to enjoy what is beautiful, and to believe that as I give to the world, so the world will give to me.

Author Unknown

---

presented to the Association at the national meeting in New York, 1937. As the Column of Youth was unveiled there, he said, "And perhaps it will help the snow last a little longer in the dusty desert."

Norma Schwendener in "A History of Physical Education in the U.S." has a fine summary of McKenzie's life. "He typified the almost legendary versatility of Ling, Nachtegall and John. He was an anatomist, artist, author, craftsman, gymnast, muscian, physician, sculptor and teacher."

Again, Santayana, long time philosopher at Harvard, said of sculpture in the "Age of Reason" it "impresses a meaning and rational form on clay and bronze, — a masterful action".* McKenzie did this very well as you can and will see. But he did it also in another medium, the living flesh, the lives of those he taught and those with whom he worked. "The only precious materials are flesh and blood, for these alone can defend and propagate the ideal which has once informed them."*

And while you have had your attention directed to the past to see the light one man created with which we may see the trail into the future more clearly, you should know too that Tait McKenzie was one who looked to the future and one who had an abiding faith in youth. He would certainly join Santayana in the closing lines of the Athletic Ode.

> **"Lo even in these days the world is young. Life like a torrent flung down, forever wears a rainbow for a crown. A new soul wakes with each awakened year. The valiant soul is still the same, the same the strength, the art, the inevitable grace, the thirst unquenched for fame. Quenching base passion, the high will severe, the long obedience, and the knightly flame of loyalty to honour and a name. One half of honour is the strong endeavour, success the other, but both conspire, youth has her perfect crown, and age her old desire.**

And finally, as a charge to you, here are the words of wisdom from "Ethics of the Fathers."

> **"It is not thy duty to complete the task but neither art thou free to desist from it."**

*"The Age of Reason" — G. Santayana

Some Larger Aspects of Fitness*

by Dr. Arthur H. Steinhaus
Professor of Physiology and Dean of
George Williams College,
Chicago 15, Illinois

It was Charles Darwin who gave content and scientific status to the concept of fitness. To biologists generally, as to Darwin, fitness means survival. Contrary to common thinking, emphasis is primarily on species, not on individual survival. Thus the ultimate test of human fitness is whether it is adequate to perpetuate the human race. This means more than brute animal survival. It means survival of our race on a plane that is genuinely human; and this demands mental and spiritual fitness as well as physical.

As a species we are still beset with civil wars. Any war between members of a species is civil war; and that means self destruction—destruction of the irreplaceable germ plasma that nature has accorded our branch of the animal kingdom.

As a species we must yet learn to combat the ills that beset mankind as a whole. Of these disease and famine; malnutrition and overweight; and physical, mental, and moral decadence associated with plenty should be mentioned. Unless we succeed on all these fronts, the human race will follow into oblivion the many other species who in past eons have been found unfit in the struggle for survival.

It is not very comforting to admit that Nature's great experiment with the teachable brain has yet to prove itself able to survive; and it's no foregone conclusion that it will. Can the discoveries of man's brain be exploited for his survival before they destroy him—by explosion or by decadence? You and I will measure success in terms of our contributions to the positive side of this struggle.

Because I am a physiologist you might well expect me to speak on the physiology of strength, speed, endurance, and agility. But today it is not necessary to mention such obvious and well established needs. If we are not already intent on improving our service to man's physical needs, nothing that I can say now would make much difference. I would rather tell you of some other things I have seen and thought in these days.

Recently, at the Post Office, a woman attempted to force herself into line in front of me until I asked her if she really was in urgent need of immediate service. She was one of the many central Europeans who have come to our neighborhood since the days of Hitler. I recalled also that I had seen this same practice regularly in the country from which she had come. There flashed through my mind a school yard scene where many sixth graders were waiting in short lines, each for his turn to dethrone the then group champion in a modified form of one-wall handball, played with a basketball, and I thought to myself if only this woman's childhood, could have been fired in the crucible of our supervised school yard democracies. Learning to wait one's turn is an important though only a small part of our American way of life.

About six years ago a boy came to Chicago from the deep South. In his own words, the city seemed unfriendly and soon he found himself part of a gang, bent on unholy accomplishments. Then, almost by accident, he found his way into a YMCA where basketball and gymnastics challenged his skill and he felt important. From that day forward he lost interest in the gang and today is preparing to enter our profession.

A good college student told me that, but for athletics, he would have dropped out of high school. I recalled some years ago benching with the Minot football team in the annual North Dakota high school classic —Minot vs. Fargo. I watched them streak

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platoonwise in and out of the game played on one inch of snow. Each boy thrilled to be a part of this wonderful spectacle, gave his all to the cause.

Later I thought of how these boys would respond if asked by mother to shovel the walk; and weren't these the same high-schoolers who languidly and aimlessly walk the streets on Saturday night? Where else than in stiff athletic competition do many boys from good middle class homes find themselves actually needed in an honest-to-goodness sort of way, and challenged to give their all to an undertaking that is greater than self? Such giving is an experience every human being needs if he is to develop moral and spiritual fitness. Of course there are many causes to be espoused and for you and me they must be greater than playing football; but it is doubtful if they can be nobler than an honest, hard-fought game or football or basketball is to a high school lad.

Pity the coach who is caught with a score shaver on his team in Madison Square Garden! He usually is not at fault, but it is rather the score shaver's early experiences in competition which is at fault. Basic attitudes are formed early in life. That high school teacher, elementary teacher, or club leader who was present when the boy engaged in his first hot competition had the real opportunity to shape his life patterns. Maybe he missed the chance to make a boy morally fit because after throwing out the ball he went back into his office for a smoke.

Fitness of the Fitness Movement

You and I have several time in our generation been inundated with propaganda and programs for fitness. Singularly this present push for fitness is the first to originate in peace time without imminence of war. Thus most purely conceived it may rise to serve also the higher, more human fitness needs of our species.

On June 19, 1956, President Eisenhower said in part to his Youth Fitness Conference,

"National policies will be no more than words if our people are not healthy in body, as well as of mind, putting dynamism and leadership into carrying out these major decisions. Our young people must be physically as well as mentally and spiritually prepared for American citizenship."

Today, America and American citizenship is in position better than ever to give assistance and leadership to the entire human species. Are we prepared to use this opportunity for the good of the entire species that it may be fit to survive?

In physical education we have long been convinced that we can play an important part in such a mission. Leonard of Oberlin, Raycroft of Princeton, and McKenzie of Pennsylvania—our prophets of old—said, "Physical Education is that which sees in measures insuring bodily health and the right kind and amount of motor activity an avenue of approach through which the whole individual may be influenced for good, in mind, and character, as well as in body. It employs the word physical to denote the means and not the end."

The present fitness movement, if properly led under McCarthy, Nixon, Eisenhower, and God, to use wisely all of the constructive forces and knowhow in our land, can advance the dawn of a new day for our people and for the people of the world—a day in which there will be more complete physical, mental, and social well being for all. To accomplish this will demand wise planning and endless execution at all levels. At this moment only the roughest outlines of such a venture can be suggested.

First, all agencies, all interests, all individuals must work for the common good. There must be no struggle for the survival of physical education, of recreation, of medicine, of coaching, of youth commissions, or of our special interest clubs. There must be instead a combined struggle for the survival of our people.

For such all-out effort, we will get strength from our PTAs and other grass roots units; drive from laymen in athletics, in Little Leagues, in sports clubs, and in professional athletics; direction must come from science; wisdom and conservative ballast from medicine; channelling may well come from our professional organizations; agility and flexibility must be contributed by our administrators; and journalism must provide interpretation and communication. Each must work selflessly for survival through greater fitness. Sel-

fish interests that would survive at the expense of the whole, like a cancer, can destroy the whole.

Secondly, there must be clearly defined and distinctive efforts exercised at the national level, and others at the local level.

With the prestige of presidential appointment, Dr. McCarthy and his Council are uniquely situated at the national level to challenge America's great industries, propaganda media, merchandisers, style makers, and style setters as well as her resources in science, research, education, and religion to attack specific problems of fitness. Just imagine if, for instance, all these forces would unite to save the feet of Americans from the crippling effects of ill-fitting and anatomically-insane shoe styles. By this act alone in our generation, something like half of our people would gain improved foot health. One dare hardly conjecture the effects on other forms of physical health, on the incidence of accidents, on the development of an enlightened sense of sportsmanship, and yes, on the development of healthier minds if these great forces could be intelligently and selflessly mobilized in the interest of physical, mental, and spiritual fitness.

At the local level there are no other ways of working for the same goal. Here, ways must be found to open doors of public facilities to all who have honest and intelligent interest in promoting fitness. There must be ways of cutting through the restricting tape of self-interest and vested interest, of gaps and overlaps in services and facilities, of all that seeks to build self at the cost of the larger whole.

There is need not for more state conferences but for more local councils geared for action and interpretation to all.

On January 26, 1948, Chaplain of the Senate, Peter Marshall, better known to many of us as **The Man Called Peter**, offered a prayer in the United States Senate that is repeated here because of its timeliness.

"O God, our Father, we pray that the people of America, who have made such progress in material things, may now seek to grow in spiritual understanding.

"For we have improved means, but not improved ends. We have better ways of getting there, but we have no better places to go. We can save more time, but are not making any better use of the time we save.

"We need Thy help to do something about the world's true problems—the problem of lying, which is called propaganda; the problem of selfishness, which is called self-interest; the problem of greed, which is often called profit; the problem of license, disguising itself as liberty; the problem of lust, masquerading as love; the problem of materialism, the hook which is baited with security.

"Hear our prayers, O Lord, for the spiritual understanding which is better than political wisdom, that we may see our problems for what they are. This we ask in Jesus' name. Amen."

Every national effort, every local effort, must have purpose. This purpose must be true to man's noblest concepts of his place in the world of today and of the tomorrow into which he would survive. Properly interpreted such purpose will fire the imagination and enlist the good will of our people.

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BASKETBALL:

TEACHING THE JUMP SHOT

by L. A. COOPER*
Director of Athletics, Medicine Hat Composite High School, Medicine Hat, Alberta.

It is statistically sound to state that the majority of points scored in basketball today come via the jump shot. Yet, in too many cases, it is this same effective offensive weapon which receives too little attention from the coaching angle. The acquisition of such a shot unquestionably increases a player's potential and greatly contributes towards building his confidence. The following analysis should be of some assistance at the junior and senior high school levels, in teaching the shot to a novice.

Coaches vary in their opinions concerning whether or not to concentrate on getting up with the ball during the shot or simply to get the ball away as quickly as possible. It is my contention that the time spent getting the boy well up with his jump shot pays off in more baskets as he becomes proficient because, (a) he is less likely to have his shot blocked, and (b) he is more likely to score since he has longer to judge his shot and a shorter distance to shoot it.

I.—Improving Jumping Ability

Each coach will undoubtedly have his own methods and drills to capitalize upon this inherent ability. Special attention should always be given to properly condition the ankles and knees to prepare them for the added jars and shocks they are expected to take. I have found the following exercises very effective in developing jumping ability from a stand.

a. Skipping

No coach should fail to allot at least 10 minutes of every practice to this valuable phase of training. The co-ordination and agility developed through the use of this simple apparatus will greatly contribute to the smoothness of execution, the relaxation, and the balance so essential to a good jump shot. Along with the basic routines, these should be included:

i. **Deep Knee Bends**—Skip on both feet and gradually lower with each skip to a full squat position. Return to the original standing position in the same manner without stopping. Repeat several times.

ii. **Clock Swings**—Place both ends of the rope in one hand. Assume a squat position. Rotate the rope clockwise hopping over it as it swings under the legs. Keep the hand controlling the rope close to the floor.

iii. **Progressive Hopping**—Skip on both feet, one hop per rope turn, and in this manner move around the floor concentrating on the height of each jump rather than the distance covered. Good for balance too.

iv. **Pepper**—While skipping, attempt to turn the rope around twice while in the air. Excellent for height and balance.

b. Weight Jumping

To encourage the boy to put more effort into his jump, provide him with more weight to lift. An old pair of runners with padded lead squares sewn onto the sides, a well padded and similarly weighted belt

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* **About the Author:**

Len Cooper is a native of Calgary, a member of the first graduating class in physical education (1953) from the University of Alberta and is currently head of the physical education department at Medicine Hat High School. Currently he is also working towards his Master's degree at the University of Oregon via the summer school route.

Len is a conscientious student of athletics as the accompanying article will testify. This fall he conducted a series of TV programs over Medicine Hat station CHAT on football fundamentals.

to be worn snuggly around the waist, or merely providing the boy with a set of weights to hold in his hands as he jumps, will all do the job. These weights will obviously be used only during shooting or jumping sessions, and the amount of weight to be provided should be determined by individual needs and differences.

c. Sargent Jump Variation

A chart graduated in inches, with a suggested range from 6′ to 11′ should be fixed to a wall 6′ above floor level. A record should be kept of each player's standing reach (determined by having the player face the chart, feet flat on the floor, arms extended overhead, touch chart with both hands), and of the greatest height attained on his jumping reach from a stand (where his shooting hand touches the chart). As a further variation and practice on a moving jump from a two foot take-off, the player may run parallel to the wall, then leap and his jumping reach recorded. It may be noted that this is also an excellent drill to check floating on the jump, since if a player does so here, he will miss the chart. As a precaution, the wall area under the chart should be covered with a tumbling mat.

II.—Developing the Wrist and Arm

Of prime importance in jump shooting, is the need for a strong wrist. Most of the difficulty experienced by the beginner in learning the shot occurs here. The exercises suggested, when used to supplement the coach's own warm-up, will be of assistance.

a. **Paper Crumbling**—Each boy is given one standard page of a newspaper for each hand. The paper is grasped in the fingers, and the arms fully extended and parallel to the floor. He then attempts, keeping his arms extended in this fashion, and by manipulating his fingers, to crumple the paper into a tight ball in his palms.

b. **Squeeze and Rotate**—Place two small rubber balls in each hand. Squeeze the balls with the fingers and at the same time rotate the wrists.

c. **Medicine Balls**—Simple passing drills with these balls, from a sitting position, do a great deal toward developwrist and arm strength. An old basketball, partly cut opened and carefully stuffed with rags around a weighted core, then laced, offers an excellent and cheap means of making these useful items. We made two of these balls with 8-pound shots at their centers. The results are most encouraging. We also encourage the use of lighter Medicine Balls during jump shot practice, but with the ball shot to another player rather than at the basket.

d. **Wall Dribbles**—Have the player stand close to the wall. Place a ball at arm's length against the wall, and, keeping the arm in this extended position to ensure full use of the wrist, rapidly dribble the ball against the wall allowing no more than a one or two inch bounce.

III.—Developing the Standing Jump

a. Since the jump shot is simply a set shot from a greater height, the fundamentals of set shooting must be thoroughly understood.

b. **Position of Hands on the Ball**

i. Discourage the use of a two-handed jump shot. It is harder to shoot accurately.

ii. The ball must be controlled by the fingers of the shooting hand. Inaccuracy and loss of control result when the ball rests on the palm. Chalk dust, rubbed onto the palm, which will come off onto the ball if it is held incorrectly, will serve as a valuable check.

iii. The shooting hand must be directly behind the ball and not to one side. The hand must be facing the basket and the elbow kept almost directly **under** the hand. The wrist should be hyperextended.

iv. The non-shooting hand is placed to one side of the ball and not in front of it. Its function is to protect the ball and to assist in balancing it. This hand must not interfere in any way with the shot. As the ball is released, the supporting hand is moved a few inches from the ball

and remains in this protecting position during the shot.

c. Arm Position, Shooting Position

i. As the shot begins, the arms are driven straight upwards almost to complete extension. This arm pull is most important since it will add inches to the height desired, keeps the ball out of the low checking area, and places the ball immediately in shooting position.

ii. At the **top** of the jump, no greater than a 20 degree angle of flexion (measured from complete extension of the forearm) should be encouraged. This is particularly hard for a novice with his weak wrist. He has a pronounced tendency to overly flex his elbow to obtain more arm push to compensate for the lack of wrist push. Patience will be most rewarding at this level. **Make him do it right.**

iii. The extended arms keep the ball well up. In this position the shot should be sighted along the bottom of the ball to the nearest point on the rim. It is apparent, then, that the ball must be held in a position about 6" in front of the head. Any other position of the ball results in a blind shot and poor accuracy. There is a momentary pause where upward motion is changed to downward motion. It is at this point that the shot should be released.

iv. The shot must be released **softly.** Treat the ball as if it was an egg and would break with rough handling. This is important for accuracy. The release should also be smooth and a fairly high trajectory imparted. The arms move to full extension and the hyperextended wrist now uncocks.

v. At the completion of the shot, the player should land with his arms still extended and relaxed in a complete follow through. Stress **relaxation** during the shot.

d. Footwork

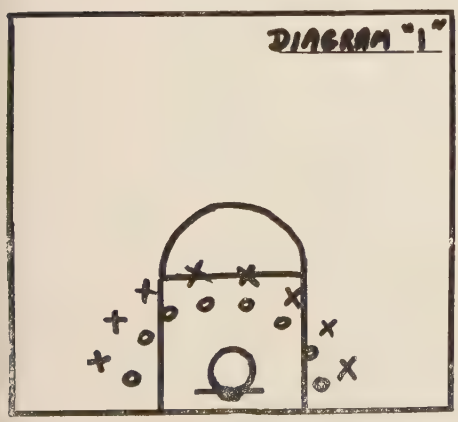
i. As the shot begins, the feet should be slightly apart and parallel. The knees are flexed, but do not encourage too deep a crouch since the ball will then be in a position to be easily checked. The weight is equally distributed on the ball of each foot.

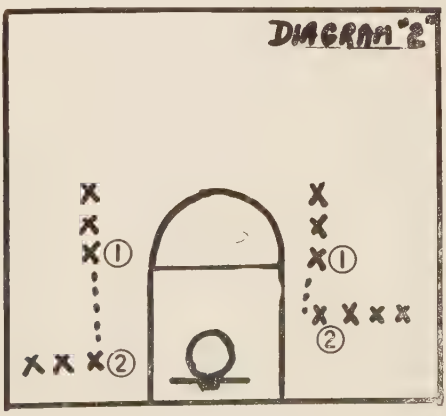
ii After springing, for maintaining balance, the feet should be about a foot apart, and the knees only slightly flexed indicating relaxation. A common fault is to sharply bend the knees which only creates problems in balance. Discourage this fault immediately it appears.

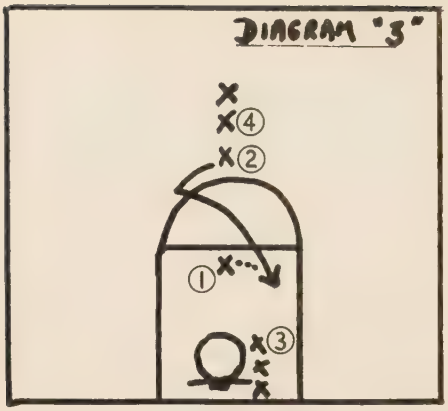
iii. Land lightly on the balls of **both** feet, and as close to the point of take-off as possible.

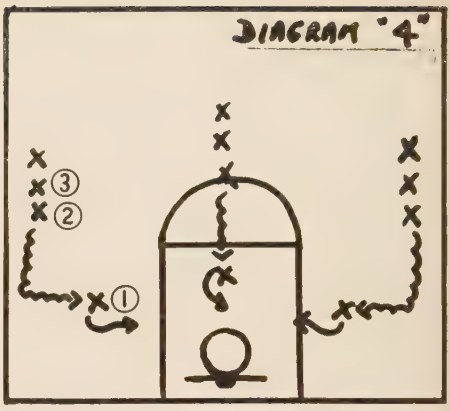
e. Drills

i. **Diagram "1"**—Boys 10′ from the basket, "O's" correct "X's". Practice standing jump shot without ball, be-









ing corrected by buddy. Shot should be demonstrated previously. Place emphasis on height, arm extension, relaxation and landing. Drill then repeated with ball, "O's" pointing out errors or acting as defensive opponents. No attempt should be made at this point to check the shot defensively.

ii. In a similar formation to Diagram No. 1, players may kneel or be seated in a semi-circle 5-10′ from the basket. One or two players act as rebounders. From this sitting position players attempt to score. Places emphasis on use of arm and wrist. Check the use of too much arm.

iii. **Diagram "2"**—1 passes to 2 who goes up immediately into his jump shot, then follows for rebound. Numbers 1 and 2 then change lines. Vary distance of shooters from basket and position of lines.

IV.—The Jump Shot From a Dribble

The element of surprise makes this shot most effective. It is especially good when closely checked from a low guarding position. The problem here is changing forward momentum to upward momentum efficiently, without floating or tipping the shot.

a. The same principles apply as in the jump shot from a stand.

b. The footwork is frequently troublesome. The feet should come together on the last step of the dribble and just before the ball is taken into both hands as it rises from the floor. Usually a shallow "hop" step is taken at the moment the dribbling hand is not in contact with the ball. During this action the knees are flexed and the body quickly coiled for the spring. No further steps must be taken at the risk of travelling violations.

c. **Drills**

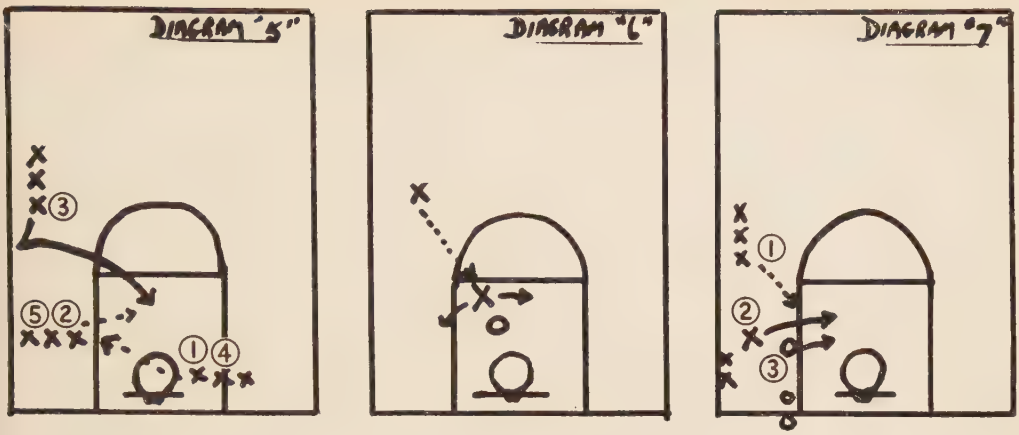
i. **Diagram "3"**—1 has the ball, 2 breaks down the middle, fakes one way and goes the other; 1 passes to 2 who shoots his jump and follows for rebound; 2 passes to 3 after getting rebound; 3 passes to 4 and drill repeats.

ii. **Diagram "4"**—Good to check floating. 2 dribbles down sidelines, then cuts in on 1 to take his jump shot; 1 may serve simply as an obstacle or as a defensive player; both follow shot and rebound passed to 3 who repeats drill; 2 takes 1's place and 1 switches lines. Other lines lo the same.

iii. **Diagram "5"**—1 passes to 2; 3 fakes then breaks to basket; 2 passes to 3 who shoots his jump; 4 rebounds and passes to 5; drill repeats. Players rotate positions.

V.—The Reverse Jump Shot

A more difficult and advanced veriation of the jump shot but perhaps the most effective since it is almost impossible to check without fouling. It is equally



good as a standing or moving shot. While it is used primarily by bucket men, forwards and guards frequently find it useful during cutting patterns.

At the start of the shot, the player's back is to the basket. When the shot is completed, the player should be facing the basket to be of any assistance as a rebounder. At the top of the jump, the head and shooting arm must be turned to face the basket. This twisting action requires a high degree of co-ordination as well as good height so that the shooter has enough time to judge his shot. Equally important is the necessity for a soft shot with a high arch since, in most cases, it will have to be made over a tall check.

Drills

a. **Diagram "6"** — A centre and his check should be stationed in normal offensive area. A guard passes ball into center who makes the reverse shot. He may go into it immediately or move to a more favourable position. He should also not restrict the drill solely to this on type of shot for obvious reasons.

b. **Diagram "7"** — 2 is checked by 3 as he moves from his forward position across key; 1 passes to 2 who tries his reverse jump with or without a fake; 2 and 3 reboud; ball is passed to 4 and drill repeats. Players rotate to the right.

VI.—Conclusions

Watch for, and check immediately, any of the following poor habits which detract from the effectiveness of the shot.

a. **Floating** — Results in needless fouls, poor rebounding or blocked shots.

b. **Travelling** — As indicated, the shot should start on the **last** step of the dribble. Players frequently take 1 or 2 extra steps to get into the shot and are unnerved by frequent travelling calls.

c. **Falling backwards on shot** — Poor body position, poor timing. Some players perfer to fall away with their shots because they feel it makes it harder to check successfully. It also makes it harder to score.

d. **Flat, hard, tense shots** — Weak wrists, poor balance, too little time to get shot away because of poor height. This shot has to be 100% accurate to% score.

e. **Too frequent use of shot** — Destroys the effectiveness of the shot. To fully realize the potential of a jump shot, the boy must also have a good set and a reliable drive to keep the defensive player guessing.

f. **Shooting from too far out.** — To be effective, a jump shot should not be attempted from farther out than 15'.

g. **The KEY to an effective jump shot is Patience, Practice and Persistence.**

THE COACHING SKILLS IN TEACHING

by

Dr. L. Beattie,*

Superintendent of Secondary Education
(Retired)
Department of Education
Province of Ontario

During the past half-century, the progress of health and physical education in both elementary and secondary schools has been remarkable. A good typical lesson of fifty years ago would compare very unfavourably with an average lesson in the gymnasium or on the playground today. This progress is due to several factors. Teachers of Physical Education are now more highly qualified in background knowledge and requisite skills, as well as in the techniques of teaching. In the modern school, physical education is no longer a side-line of teachers chiefly interested in other subjects, but is recognized as a separate subject department under the direction of specialists in the subject.

Moreover, there has been great improvement in the extent and the quality of the accommodation and the equipment provided. Teachers have taken advantage of their improved facilities by including in their expanded courses of study a much wider range of activities in line with their increased knowledge and skills. In spite of this progress, however, teachers of Physical Education would not claim that a state of perfection had been reached. They know that there are some weak spots in their program and a number of ineffective members in their teaching ranks. As an organized group, they are alert to the criticisms which have always been directed towards all fields of their profession. Indeed, this criticism has become so great at the present time, that education is said to be passing through a "crises". Perhaps it would be more correct to call the present dilemma a crisis in the free world rather than in education alone.

There is such a dominant subjective element in today's criticism that it is dificult to obtain a valid objective appraisal of our educational system. This subjectivity arises from our reaction to the current state of world affairs. It reflects our feelings of insecurity and inadequacy in the face of threats to our way of life. Indeed, the "terror sputnik" was a symbol of our fears. Our conscience, inherited from our puritan forefathers, warns us that as a nation we are squandering too much of our energy and resources on materialistic trivia instead of investing them in the development of human personality and character.

It is this state of panic, no doubt, that accounts for some of the sweeping generalizations which do not appear to be consistent with the relevant facts. For example, the statement that present-day graduates of secondary schools are not attaining standards comparable to those of the graduates of thirty or forty years ago is contradicated by the statistics of the Grade 13 examination results, which show that our schools are continuing to graduate an increasing proportion of high-calibre students. Unfortunately, this increasing number has been inadequate to the demands of our rapidly expanding economy, with the result that business and industry, as well as the universities, have been forced to accept second-rate material. Needless to say, these border-line graduates do not exemplify the actual achievement of the schools.

The Real Weakness

If it were possible to make a purely objective appraisal of our educational system, I think we would discover that the real weakness is one which has always existed; that is, our failure to inspire in our students that inner drive which is necessary to convert latent potential into actual achievement. All of us can recall from our teaching experience, many cases where we failed to obtain satisfactory re-

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* **About the Article and Author:**
Dr. L. S. Beattie has retired from his position as Superintendent of Secondary Education for the Department of Education of the Province of Ontario. He remains an excellent friend of professionals in the field of physical education as is illustrated in this address which was made to the Ontario Physical Education Council at the Ontario Athletic Camp on June 7, 1958.

sponse from individual pupils. Too many pupils of high learning potential fail to complete their school education because the motivation provided by the school is not equal to the lure of wage-earning employment. This is the cause of numerous crises in the lives of individual boys and girls, and at certain times their total effect becomes significant enough to produce what is called a national crises in education. It would be difficult to determine whether the failure of the schools in this respect is greater now than it was some years ago, or whether we are more sensitive to its existence under present world conditions. It is certainly more apparent at a time when Canada is in such dire need of young persons who are able, efficiently, to apply well trained capacities to our social and economic poblems.

You may wonder why I am referring in such detail to the crisis in general education in a talk to teachers specializing in physical education. The reason is to be found in my belief that you hold the key to the solution of the crisis. In the field of physical education, you have had considerable success in converting individual potential into top performance. You have employed the best kind of competition; that is, the effort of the individual to reach his full capacity for achievement. Moreover, you have developed the "star" player within the context of team play which stresses co-operative rather than individual effort. It seems to me that this coach-player relationship is the essential element in all successful teaching, because it brings into play two fundamentals qualities of the ideal teacher, which I shall label "identification" and "dedication".

Identification

The good teacher, like the efficient coach, identifies himself with his pupil; that is, he figuratively puts himself in the place of the pupil. He becomes familar with the pupil's weaknesses; points them out with frankness and honesty; and then endeavours to eliminate them, not only by constructive advice, but also by corrective activity. At the same time he uncovers latent talent and uses it to obtain maximum performance. I am describing a technique familiar to the athletic coach, but it is applicable to all who teach. No teacher can be expected to be graded above-average until he has developed the coaching skill of instructing a class as individuals rather than as an amorphous group. It is true, of course, that the task can be made easier by good class organization, and by some selective grouping of students, along the lines of learning abilities and special interests. No teacher should assume, however, that he will be able to avoid the teaching of individuals in a class of selected pupils. Indeed, he will find that more intelligent and gifted pupils will demand more individual treatment. Unless this type of pupil is treated as an individual, he is likely to quit school and seek individual challenge elsewhere. The first team, with its star players, requires the most skilful coach.

Dedication

According to the second attribute of the ideal teacher, successful teaching requires the dedication of the teacher to his profession that is, he must set the example to be followed. Enthusiasm for self-development is contagious. We cannot expect to arouse the interest of our pupils if they suspect that we our selves are not interested. Teaching is not merely a routine job to be picked up at nine o'clock each morning and laid down at the close of classes each afternoon, or forgotten over the weekend. It is a profession, which, like a faith, must possess the individual. It is not a thing apart; it become his whole existence. This may sound too ideal and not within possible attainment, but we can be sure that the pupil will instinctively detect insincerity in our profession. In the primary classes, the teacher may gain the real affection of the pupils; in the junior grades, receive their hero-worship; but with the adolescent students, he should become the exemplar of ideals and conduct. The teacher cannot escape this responsibility; it is one of the occupational restrictions of our vocation. Some teachers, irritated by this restriction, claim the right of a free citizen to live their private lives in any manner which they may choose, although it is doubtful whether any citizen may claim such freedom as a right. It was, however, a very wise man, who conscious

of the restraint laid upon him by a high profession, said "All things are lawful unto me, but not all things are expedient." There are also teachers who complain about lack of prestige in the community, but I have yet to find a teacher, well-known for his teaching ability and for his professional ideals, who has suffered loss of prestige among the really important people of the community. He most certainly gains the highest respect from the students whose successful achievements he inspired.

It is in the expression of the qualities of identification and dedication that I find the good teacher of today the same as his predecessor of fifty years ago. During the years when I was an observer of classroom teaching, these two qualities became the criteria upon which my judgment of good teaching was based. Only teachers possessing these qualities are capable of holding restless boys and girls in their school courses by inspiring them to high achievement. Moreover, it is the example set by this kind of teacher that will attract students in greater number to the teaching profession. As advertisers of their profession, teachers occupy a most hazardous position, but also one which offers the greatest opportunity, for they perform their duties in close association with young people in the process of choosing a vocation.

In an address at the Ottawa Conference on Education, one speaker was quoted as saying, "There is nothing much wrong with Canadian education that a great deal of money, properly applied, would not set right". Although I agree that society should show its recognition of the value of education by directing a larger proportion of its resources to the improvement of the salaries of teachers anl professors, as well as to the provision of fincial aid for worthy students, I would still insist that the teaching profession itself must assume the major share of responsibility for meeting and overcoming the present crisis in education. Moreover, I would sugest that teachers in general might profit by the adoption of methods and attitudes common to successful teachers of physical education.

Efficient Committee Leadership

By THELMA WHALEN

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Committe work is the backbone of many organizations. This fact may seem surprising when one considers how few committees are given a clear definition of their purpose.

A committee without a well-defined purpose is like a bus without a route. It may be high-powered. It may move fast, but it doesn't know where it is going. Effective action is improbable, and a crash is distinctly possible.

A committee also is something like dynamite. Properly utilized, it can be powerfully helpful; handled without sufficient care, it can blow the whole agency through the roof. Often because it wasn't well-organized in the first place, the committee turns out to be simply a dud.

Whenever there is a task to be done in an agency, a committee is appointed. All too often, this task force of the organ-

About the Author:
Thelma Whalen believes that "it is fatal for any professional person to become too dependent on traditional methods and commonly held assumptions." A New Englander by birth, she has lived in Texas since 1930, "when social work was so new there was unlimited scope for experiment and creative thinking," she observes. As executive director of Family Service, Dallas, her experience in working with boards and committees is extensive. She is the author of "Board Members Are People, Too!" which appeared in the November issue.

*Reprinted with permission from **Adult Leadership**, monthly publication of the Adult Education Association of the U.S.A., 743 North Wabash, Chicago, Ill.

ization is left with only a vague idea of the work to be accomplished. It's best hope for success is a chairman who is able to organize the members into a co-ordinated working unit.

When selecting the committee chairman, it is well to look beyond the obvious. Enthusiasm for the agency and for the job to be done, plus imagination and availability, are indispensable qualities. Technical advice on how to manage details of the assignment are always available to persons who look for it. An experienced public relations person has said, **"What you are hunting for in a chairman is a point of view."**

Committee work is an excellent way for a newly-oriented board member to gain first hand experience in grappling with agency problems.

The breadth and scope of the committee's assignment also affects the selection of its membership. Everyone on the committee should be able to contribute some aptitude, although it is not necessary that he be a specialist in the field. The person who can enlist the aid and interest of friends in the job to be done is certainly an asset. However, beware of the woman whose only qualification for membership on the property committee, for example, is the fact that her husband is a realtor; or the one whose only qualification for service on the publicity committee is that "her husband is in the ad game."

Above all, beware of anyone suggested for a committee "because there is no place else to put him." This is another time-honored custom that needs a little careful scrutiny. It isn't at all necessary for every member of the board of directors to be on some committee or other all the time. The fact that we have often thought it was has led to cluttering up the board structure with a lot of unnecessary committees who have no essential work to do. Presumably, this was for the purpose of making board members feel useful. Actually, it accomplished nothing of the sort.

A committee should be a working committee. If there is no specific job for it to do, the people on it feel disparaged instead of useful. The two most effective ways to kill off the interest of committee members is to give them an indefinite idea of what their job it, and to fail to make them work.

Some executives get nervous about committees for fear they will get out of hand. It's possible, and actually does happen sometimes, but it also is true that too meticulous supervision can quench a committee's enthusiasm. If the committee's job has been well-defined to start with, and the chairman and members have been wisely selected, all that is needed is a close relationship with the staff and with the rest of the board to keep the committee in touch with reality.

Among the committees with the most difficult, and often thankless task, is the budget committee. Preparing the annual budget of an organization has no equal as a device for separating the men from the boys.

There is nothing like a tussle with the budget to deflate the ego and promote humility. Before the committee finishes its work, everyone knows the location of every decaying brick in the building, how many typewriter ribbons are used each year, and how much everyone earns, from the humble janitor, to the equally humble executive.

When the budget committee has coped with the financial problems; when it decides for itself on the amount to be requested and spent for each item; when it presents the figures it has arrived at after long and exhausting sessions; that committee is prepared to defend its decisions against the questions and challenges of fellow board members. And when the budget committee has fought its way through to board endorsement of its work, that budget is its baby, and it will defend it against all comers.

Under the guise of saving time for the board, executives sometimes prepare the budget themselves, and submit it to the board for rubberstamp approval. This is a sad mistake. There are many, many ways for us to have the time of board members, and we ought to use them, but budget preparation is not one of them. Rather,

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Legal Responsibility and the Recreation Leader*

Let us first consider what is the basis of the legal responsibility in accident cases. The basis of legal responsibility in accident cases is based upon negligence. **Negligence is the failure to use reasonable care and foresight which would have been used by a reasonably careful and skilled person, where the legal duty to use such reasonable care and foresight exists under the particular circumstances.**

Recreational leaders are under a legal duty to use reasonable care and foresight towards those who come under their supervision and the standard of care at all times to be exercised is that of reasonable care and foresight expected from a careful and skilled person which you will be held by a Court or a jury to be, when you have been trained and have been qualified as recreational leaders and are employed in that capacity.

Negligence may arise in many different ways, but it is usually associated with: (a) The condition of the premises concerned; (b) The equipment permitted to be used; (c) Supervision. Let us deal with each of these separately.

Condition of Premises

The premises must at all times be kept in a suitable and safe condition.

Broken glass, nails, holes or excavations or any condition which reasonably may be foreseeable as likely to cause injury to those permitted to use the premises, should be removed.

This means, that a careful and continual examination and inspection should be exercised so as to comply wit hthe **"suitable and safe condition"** rule.

Instances where damages have been awarded by a Court because of failure to observe the rule, are mentioned, namely:

Broken Glass:

A child using a paddling pool was injured by a piece of glass hidden in the sand. In this case a notice board had been placed near the pool warning people not to take bottles or tins into the pool and not to throw anything into the pool owing to the possible danger of children being injured. However, the court held that the municipality knew of the probability of this danger and should have taken proper precautions to remove the danger or have prevented the children from using the paddling pool.

Diving Board:

A diving board three feet above the surface of the water was placed at a point where the water was about three feet deep. A boy diving from the board broke his neck and was killed. The municipality was held liable.

Poison Berries:

Children had eaten poison berries growing on shrubs in the recreation grounds and had suffered injury. The Court held that the municipality should have foreseen the danger and removed the shrubs. It was pointed out that these berries were attractive and the children had eaten them in belief that they were safe, when, in reality, they were poisonous and constituted a trap to the children.

Flag Pole:

In another case, damages were awarded because of injuries caused to children by the collapse of a flag pole 30 years old. climbed the pole before on the same evening and had been brought down and warned not to climb the pole again. However, they disregarded the warning and were injured when the flag pole collapsed. The Court held that the park manager, knowing of the attraction of children to a flag pole, was negligent in not taking precautions, by way of posting a guard, to prevent the children from climbing the pole.

The same result would doubtless apply in the case of old decayed trees or other posts or structures in the grounds.

Although your duties may not include the care of the premises you should be careful to watch for defects and if any

* **Editor's Note:** This article is based on an address given by a member of the legal profession in Alberta to a group of recreation leaders. Readers need be aware that it is an interpretation of some aspects of law as applied in a specific province.

exist, prevent the use of that part of the premises where these defects exist.

(b) **Equipment**

The equipment provided for use must be of proper design, proper material, and be suitable for the purposes for which the same is to be used and must, at all times be kept in safe condition.

Before allowing any equipment, though of proper design and material suitable, careful inspection should be made thereof from time to time to ensure that no flaws or defects are present.

In the case of slides, the steps leading to the top of the slide should be examined to see that they are safe; that the hand rails are secure and free from defects; that the platform at the top is safe; and that the slide itself is free from any defects; that the platform at the top is safe; and that the slide itself is free from any defects which could cause injury.

This inspection should not be perfunctory or casual but shall be a careful inspection and should be frequent.

Care should be taken to see that the various pieces of fixed or adjacent equipment are far enough apart to ensure that persons using one cannot come in contact with another.

Among cases, where damages have been awarded by a Court under this heading are the followng:

A chute or slide was provided in a recreation ground. While using it, a child was injured by colliding with a chain which had been improperly placed across the chute by another child. The Court held that the City or its attendant should have noticed the chain and foreseen its danger to children using the slide.

In a very recent case, damages were awarded because two pieces of amusement equipment had been placed too close together. Both were operating at the same time and a part of the equipment on one swung outward and struck a boy riding on the other and broke his leg.

(c) **Supervision**

Some years ago the City of Edmonton had to pay many thousands of dollars because of injuries received by the wife of an Edmonton doctor in the operation of a toboggan slide, as part of a winter carnival.

This lady, with a party of friends, had gone down the slide in a toboggan. On the way back up the slide, another toboggan using the slide struck the lady and caused very serious injuries from which she subsequently died. There was nothing wrong with the slide itself, which was on a City street, nor with the toboggan, nor with the eguipment. The negligence was held by the Court to have been in the lack of proper supervision by the timekeeper at the top in allowing a toboggan to leave the top before he was sure that all persons were clear of the slide.

Similar cases could happen in connection with children sliding down chutes or slides in recreational grounds, by lack of proper supervision in allowing sufficient time for children to get clear of the slide before following children were allowed to use the slide.

In organized games, such as baseball, care should be taken to see that children do not get so close as to be struck by the bat or by the balls. Similarly in the case of swings or other moving devices.

Some years ago, in Ottawa, a supervisor had organized a group game. He noticed that one of the older boys was in a place where he should not have been. He went to the boy, got hold of him, shook him, kicked him, abused him orally and then let him go. When the boy was free, he threw a stone at the supervisor, but the stone missed its object. The supervisor again caught the boy and repeated the treatment. When the boy again got free he threw another stone at the supervisor, missed his object, but the stone struck a little boy in the eye. The Court held that the City of Ottawa was liable on the ground that the City had in fact assumed the obligation of taking reasonable care of the children resorting to the playgrounds and emphasized that the duties of a supervisor were not defined, but, that supervision involved at least some keeping of order, some stopping of fights, and some general protection of the children against dangers which could be anticipated and that the supervisor should have known that the boy having thrown the stone in the first instance was likely to do so on the second.

Negligence is a question of fact to be determined by the judge or the jury trying the case from the facts proven.

In this connection, I quote for your information the remarks of Mr. Justice Dysart in an accident case.

He said, **"Negligence is a question of fact not law. Negligence is a failure in certain circumstances to evercise that degree of foresight which a court in its aftersight thinks ought to have been exercised. The proper standard of foresight and care are those attributed by the court to a reasonably carefull and skillful person. The ideal of that person only exists in the minds of men and exists in different forms in the minds of different men. The standard is therefore far from fixed and stable, but it is the best all-round guide that the law can devise and the degree of correctness with which it is applied in deciding cases depends upon the ability, astuteness, and wisdom of the court in making use of the guide."**

Report of Accidents

There is a phase of this matter which may be of interest to you, namely, what to do when an accident happens and someone under your care is injured.

The first thing to do, of course, is to see that the injured person is properly attended to.

After this has been done, the names, addresses, and statements of those who saw the accident occur should be obtained and your report of the circumstances of the accident including the names of witnesses an dtheir statements, should be prepared and submitted without delay to those by whom you are employed.

In case of an accident, resulting in Court action, the trial does not usually take place until many months after the date of the accident and therefore it is important that full and detailed reports concerning the accident be made at the time.

Should court action be taken, it is possible that you yourself may be made a defendant as well as your employer. In case of accidents happening on the Edmonton Transit System, the motorman involved is frequently made a defendant jointly with the City.

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COMMITTEE LEADERSHIP . . .

(Continued from page 23)

it is one of the best educational tools we have. We ought to use it to the hilt. And it is impossible to do this unless committee members themselves go through the process of setting up the budget, step by step. Board morale and strong conviction never result when committee members are kept gift-wrapped by the staff.

The ten points of the Advisory on Committees, listed in Florence Sytz' "Folklore of Social Work, a part of New Directions in Social Work,[1] point up, with a delightful chuckle, all our sins in committee leadership. Let me list them:

"1. Profess not to have the answer. This lets you out of having any.

"2. Say that we must not move too rapidly. This avoids the necessity of getting started.

"3. Say that the problem cannot be separated from other problems. Therefore, it can't be solved until all other problems have been solved.

"4. For every proposal, set up an opposite one, and conclude that "the middle ground" (no motion whatever) represents the wisest course of action.

"5. Discover that there are all kinds of "dangers" in any specific formulation or conclusion.

"6. Appoint a sub-committee.

"7. Wait until an expert can be consulted.

"8. State in conclusion that you have all clarified your thinking. This obscures that fact that nothing has been done.

"9. Point out that the deepest minds have struggled with the same problem. This implies that it does you credit to have thought of it.

"10. In closing the meeting thank the problem. It has stimulated discussion, contributed to our growth, opened new vistas, shown us the way, challenged our inventiveness."

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[1]Kasius, Cora, Editor, New Directions in Social Work, New York: Harper and Brothers, 1954.

The Master's Program At the University of British Colmubia

by R. F. OSBORNE
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The School of Physical Education of the University of British Columbia is pleased to make a public announcement of the inauguration of a course leading to the degree of Master of Physical Education. The Master's Program had been under consideration for some time, but it was not formally recommended to Senate for final approval until February of 1958.

Three applicants were accepted in September of 1958 and are now engaged in course work and thesis preparation.

Candidates, whose applications are approved, are enrolled in the Faculty of Graduate Studies but their programs are supervised by the School of Physical Educatoin. The prerequisites for admission are a Bachelor of Physical Education degree or the equivalent with satisfactory standing and at least one course in Tests and Measurements in Physical Education. Satisfactory standing is defined as First Class standing in at least two (6 units) of the undergraduate courses and at least Second Class standing in each of the remaining courses of Third and Fourth Year work prescribed by the department or departments concerned as prerequisite to the Master's course.

Resident Study Requirements

Candidates for the Master's degree are required to spend at least one winter session in resident graduate study unless, in exceptional circumstances, prior permission for other arrangements has been granted by the Executive Committee. The Master of Physical Education course will consist of at least eighteen units and must include the following: a thesis counting from three to six units; Education 581 (1½ units) **Methods of Educational Research** and Education 582 (1½ units) **Educational Statistics;** advanced courses in Physical Education to complete the required number of units. One three unit course in a related field may be approved as an optional subject in lieu of an advanced Physical Education course.

Assistantships Available

The course is designed to encourage individual initiative and research, although it is hoped and expected that candidates will have the opportunity to demonstrate that they are superior teachers. Consequently, the numbers for the present will be restricted intentionally to allow for adequate realization of the above objectives. Assistantship will be available on a limited basis to well qualified students who submit good recommendations or testimonials of their ability.

In addition to the new degree of Master of Physical Education, there is an opportunity at The University of British Columbia for teachers to enroll for the Master of Education degree with a major in Physical Education. This degree may, perhaps, have a greater appeal for students who are not exclusively concerned with physical education professionally and whose undergraduate training may have omitted certain aspects of physical education or related subjects such as anatomy and physiology.

Graduate courses in physical education during summer sessions will be offered at The University of British Columbia for the first time during the 1959 Summer Session, which commences on June 29th.

We at The University of British Columbia hope that this new venture will provide an opportunity for some of our top Canadian students to continue their professional studies in Canada and thus further a more intensive study of our field and create a greater public awareness of the value of our chosen profession.

BASIC MOVEMENT COURSES: JUSTIFIED?

by

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and

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Movement may be described as moving from one place to another, whether it be the body as a whole or parts of the body. In mechanical terminology, movement has taken place when the equilibrium of the body has been destroyed. One can find a great deal in the literature concerning movement, dealing with such aspects as best methods for teaching, acquisition of skill, the kinesiological approach versus the mere teaching of skill without regard to the function of the muscles, and the development of kinesthetic awareness, among others. But, the literature produces almost nothing in the area of movement dealing specifically with the relationship between the general or basic aspects of movement and the specific aspects of movement.

Despite the faith of some in basic movement as an aid in the development of specific skills, exemplified by the following quotation and evidenced by the number of basic movement courses offered in high schools and colleges, there seems to be a lack of scientific evidence in this area. The following statement is typical of the articles one may read in the literature dealing with this phase of movement. It reads in part (I, p. 363):

> **From an analytical standpoint, I see a group of factors composing skill or co-ordination. Whether the activity be one in which the body itself is moving through space as in the dance or one in which the primary attention is on an object such as a ball, a shuttlecock, or a suitcase, I believe the balance of the body, direction of either an object or the body itself in space, relative force of muscular contraction, and timing of either the body or the control of an object are inherently basic in all movement . . . One or another factor may be primary for a particular situation, but all must be interrelated with a nicety necessitated by the particular situation if success is to be achieved.**

In reading this article one may question some of the statements quoted, however, suffice it to notice such phrases as: "From an analytical standpoint," and "relative force of muscular contraction." These may lead one to believe that the mechanical analysis of movement is essential to the understanding of this phenomenon. The writers feel that movement may be better understood through a knowledge of scientific principles as applied to movement. However, as important as these principles may be, other factors which may also be important should not be excluded, as Bunn indicates (2, p. 10):

> **It has been discovered that in jumping vertically the center of gravity can be raised higher by a slight crouch. Raising the body represents work done. Work is equal to the force exerted multiplied by the distance through which the force acts. Since the force in this case acts through a greater distance with the deep crouch, this principle would seem to be denied. Again, all the factors are not known to explain this apparent discrepancy**

One can see, consequently, that mere analysing, theorizing, or drawing conclusions from principles of movement, as is engaged in by writers in this field, fail to answer questions such as those raised in the preceding statement. Empirical research, recognizing all factors that may be conceivably related to performance in particular skills, must be conducted under scientific requirements before the relationship between basic movement and performance on specific skills can be demonstrated.

In defense of the position that the transfer of training in movement occurs, Thorndike (17) says, "**. . . a change in one function alters any other only in so far as the functions have as factors identical elements.**" These elements theoreically could include such things as running, jumping, and hand-eye co-ordination, though experimental verification of the theory has not been evident in the field of motor learning.

The findings of Cozens (5) seem to agree to some extent with the above statement. He experimented with six track and field

events and wished to note peculiarities in the improvement made under a variety of conditions. Some subjects worked on special events and others worked on more than one event. For example, one group did the dash only, while another group did the dash and three minutes of distance running each practice time. He found that there was "improvement in general" in all events regardless of whether or not groups practised those events during the course of a semester. He raised the question as to whether transfer of training was evidenced here or not. He indicated that the most prominent elements in all events seemed to be speed of legs and increase of general bodily tone and muscular power. He concluded that (5, p. 53):

> **It would appear that any activity involving these factors such as boxing, tennis, handball, and the like, would have a tendency to cause improvement in any of the events listed.**

Concerning the advisability of training in one basic activity to produce efficiency in other skills, he added (5, p. 62):

> **There is considerable evidence to show that we may expect an improved facility in the use of the body musculature by regular and continued physical activity even if it be only one type of activity. The amount of improvement made in specific skills will depend to some extent at least on the identical elements involved in the training.**

Bennet (2) found no difference between the swimming group and the modern dance group in different traits tested, in testing the hypothesis that there is no real difference in specific and general motor abilities of college women who had participated in four different types of physical education activities.

It should be mentioned here that there is some available evidence arguing that there is a high degree of specificity in the motor field, and further, evidence arguing against the hypothesis that there is a group of basic motor skills (1, 9, 10, 14). These studies are of no real concern for this paper, as the writers are interested in questioning some of the practices which accrue from the findings of the above-mentioned studies.

On the one hand, finding that individuals may do well on basic movements as well as specific movements does not imply that one causes the other. Similarly, because two different general groups may score the same on specific traits does not mean that there is present a causal relationship. Individuals who have good motor ability may also have good rhythm; this, however, does not show a causal relationship so that development of one will cause improvement in the other. To say that performance in specific activities is related to basic ability is far different from stating that basic ability determines specific skill. The assumption for establishing basic movement courses is that as a result of taking such a course one will improve in specific skills later on.

On the other hand, one cannot help but feel there could very well be some basic traits and the development of these traits could cause an improvement in another specific activity. Nevertheless, it would seem that establishing a program based on these findings is questionable because of the lack of evidence to show a causal relationship between these two variables. There obviously must be more evidence to establish a relationship between general or basic, and specific abilities; and one must move with caution when setting up a course of training that is built upon an assumption which to date has not really been demonstrated empirically. Research is needed in this area and experimenters must be cognizant of the many factors which may be important in the understanding of movement.

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(Continued on page 37)

CANADIAN EDUCATION CONFERENCE

Chateau Laurier, Ottawa, February 16-20, 1958

* **Editor's Note:** The many resolutions of direct interest to the well-being of the related fields of health, physical education and recreation which were passed at the 1958 Canadian Conference on Education suggests that they should be kept constantly in the public eye until they are not only considered desirable but are demanded by the general public.

To this end twenty-eight of these resolutions in all will appear in this and succeeding issues of the CAHPER Journal. Six appeared in the November 1958 issue. It is hoped that their content may be used by individuals and branch executives in speeches and briefs etc. There appears to be as many resolutions of interest to recreation leaders as for health and physical educators.

SOME OF THE RESOLUTIONS PASSED AT THE PLENARY SESSION, FEBRUARY 20, 1958 WERE AS FOLLOWS:

7. Vocational Training Grants for Handicapped Children

WHEREAS Vocational Training Grants (Schedule R) and previous training schedules have established a precedent whereby government at federal and provincial levels have admitted responsibility for the vocational training of handicapped adult persons, and

WHEREAS it is deemed necessary that similar provisions be made for the training of handicapped children;

BE IT RESOLVED that a schedule applicable to the education and training of children similar to Vocational Training Grants (Schedule R) be developed.

8. Continuing Conference Organization

WHEREAS it is the general consensus of the delegates to the 1958 Canadian Conference on Education that a continuing effort be made to sustain the spirit of this Conference which places the important issues of education before people who represent so many broad areas of national life and unites them in the common cause of furthering the best development of education in Canada;

Therefore BE IT RESOLVED:

(a) that the existing Conference organization be continued to complete the work of this Conference,

(b) that the resolutions of the Conference be conveyed to the appropriate authorities or associations, and that every effort be made to secure their implementation,

(c) that the present Conference and Steering Committees decide at the earliest opportunity upon an appropriate structure for the continuation of the work of this Conference, it being understood that its efforts shall not duplicate the work of existing educational organizations.

9. Teachers for Special Education

BE IT RESOLVED that more courses be made available in Canada for the training of teachers to meet the needs of Special Education.

10. School Grounds

BE IT RESOLVED that School Boards and Departments of Education be urged to regard the landscaping of school grounds as an integral part of the planning of school buildings, and that they request their architects to include the beautification of grounds in their plans for new schools or additions.

11. Use of School Buildings

WHEREAS due to our changing society there has been an increase in leisure time for Canadians, and

WHEREAS accommodation for cultural, recreational and other community activities is limited;

Therefore BE IT RESOLVED that this Conference urge that maximum use be made of school buildings outside of school hours.

12. Educational Television Experiments

WHEREAS in the near future it will undoubtedly become an important instrument in the classroom;

BE IT RESOLVED that further extensive experimentation in educational television programming be undertaken at the local, provincial and national levels.

13. Federal Aid to Provinces

Recognizing that there exist wide variations in present standards of elementary

and secondary education across Canada, based largely upon ability to pay;

BE IT RESOLVED that the federal government be requested to substantially increase payments to the provinces so that the provinces may have money available to provide equal educational opportunities for all children in Canada.

14. Provincial Equalization Grants

WHEREAS there is a wide variation in the ability of local authorities to provide basic education;

BE IT RESOLVED that the provinces be urged to adopt a system of equalization grants in order to provide equal educational opportunities.

15. Educational Statistics

BE IT RESOLVED that the provinces adopt a uniform system of accounting and reporting educational statistics and that these statistics be made available to the Dominion Bureau of Statistics.

16. Federal Grants for Technical Institutes

BE IT RESOLVED that the federal government be petitioned to provide special grants, for both capital and operation expenditures, for the further development of Institutes of Technology at the post-secondary school level.

17. National Fund for Adult Education

WHEREAS there is great need at the present time for recognizing the importance and value of adult education programs as a major aspect of education in Canada, and

WHEREAS in order to give every encouragement to individual and group efforts in adult education, it is imperative that we make systematic and continuous financial support available to bona fide adult education programs in Canada, and

WHEREAS we have no desire to interfere with but only to supplement adult education activities now being carried on in a number of the provinces;

Therefore BE IT RESOLVED that we go on record as favouring:

(a) the provision of a national adult educational fund to be supported by regular government grants, particularly federal grants;

(b) the drawing up of suitable criteria which ensure the fund being used for genuine adult education purposes;

(c) the establishment of a national board or committee as the responsible body for administering the fund;

And further BE IT RESOLVED that consideration be given to accepting contributions from private and other sources provided there is no infringement on the autonomy of the fund.

18. Teachers' Role in Certification

BE IT RESOLVED that qualified teachers established themselves more firmly as a true profession with minimum standards for admission to the profession and themselves participate in the establishment and enforcement of regulations concerning admission and certification.

(Continued in the next edition of the Journal)

UNIVERSITY OF ALBERTA

New Physical Education Staff Members Required

The School of Physical Education, University of Alberta, invites applications for two positions (female) for the **Calgary Campus.**

Duties and responsibilities will include the service program, some teacher education sections, intramural and intercollegiate athletics.

Applicants should write:

The Director,
School of Physical Education,
University of Alberta,
Edmonton, Alberta.

Light and Color for Schools and Recreation Centres

The correct use of light and color in a school or recreational centre can result in optimum visual efficiency and make for a cheerful environment, according to W. D. Sinclair, color consultant to the paints division of Canadian Industries Limited. Conversely, incorrect use of light and color can have both a bad physical and bad psychological effect on occupants.

One of the main objectives of the correct use of color is to provide reflecting qualities for lighting efficiency. Absorbed light is lost. So, it is important, within certain technical limitations, that all surfaces in school rooms reflect as large a percentage as possible of the light that strikes them.

Theoretically, white reflects 100 per cent of the light. But all-white rooms would be too bright and contrasts would be too glaring and tiring. Similarly, too bright surfaces below eye-level can cause glare.

FOR MAXIMUM EFFICIENCY

A rule of thumb Mr. Sinclair uses to grade light reflection from floor to ceiling for maximum efficency is: dados, 25 per cent walls, 56 per cent; and ceilings 80 per cent. Light readings can be taken with a regulation light meter.

Another rule of thumb for colors:

Ceilings in dark rooms might well be painted with flat wall white which reflects 88.4 per cent of the light hitting it, while ceilings in lighter rooms might well be finished in flat wall tusk ivory which reflects 73.6 of the light striking it.

Rooms with northern exposure could have semi-gloss lightone green on upper buff on the upper walls and dado enamel green on the dados.

Rooms with southern exposure might be painted in semi-gloss lightone blue and dado enamel blue; while rooms with an eastern exposure could be finished in semi-gloss lightone grey and dado enamel grey.

The buff colors used in rooms with northern exposure give students a feeling of warmth whereas a cooler blue is wanted in rooms with a southern exposure where there is apt to be more warm, natural light.

STANDARD LEVEL THROUGHOUT

There should be a standard level of illumination throughout a room even if supplementary lighting is necessary, according to Mr. Sinclair. And glare, described as any brightness which causes discomfort, annoyance, interference with vision or eye-fatigue, should be avoided. Glare, which can result in nervous strain, can come from excessively bright natural light or from incorrectly shielded incandescent light or may be caused by reflection from polished surfaces.

Correct lighting fixtures, perferably made of "Perspex", well-designed window shades and low sheen paint surfaces can cut glare. The "Perspex" covered fixtures and low-sheen paints diffuse light rays passing through them or falling on them. Dado colors may have more gloss because a harder paint surface is needed to resist damage from scuffing and, in any case, are usually below eye-level.

LEGAL RESPONSIBILITY . . .

(Continued from page 26)

In any event, you will probably be called as a witness and be cross-examined on oath. If you have not made out a full report at the time of the accident and cannot refresh your memory as to the details, you will find yourself in an awkward and unfortunate position.

In conclusion, and from a practical standpoint, you are urged to take every reasonable precaution which the foregoing memorandum has indicated as necessary, and any others which your own intelligence and experience may suggest.

BRANCH AGENDA ITEMS:

GUIDE LINES FOR ACTION

- Quo Vadis?
- Nominations for 1959-61.
- Honour Award Recommendations.

QUO VADIS?

By MAXWELL L. HOWELL
Dip. Phys. Ed., B.A., M.A., Ed.D.
Chairman, Constitutional Committee and National Vice-President of P.E., CAHPER, Physical Education Department, University of British Columbia, Vancouver, B.C.

Our professional organization is at the crossroads. It is up to the individual active member to decide the direction in which we must travel in the future. What do we wish to be in the future?

The preparation of a revision of the constitution has not been an easy task. It has not been easy because there are three definite directions in which our association might develop, and our membership, judging from the analysis that the writer has made, is divided as to what it believes the association should be. Because of this obvious division it has not been possible to think in terms of one constitution, but at least three constitutions.

One of Three Approaches

It has been suggested that the Association should take one of these three approaches.

1. To remain as the Canadian Association of Health, Physical Education and Recreation.
2. To change its name to the Canadian Physical Education Association and hence develop more as a distinct professional organization.
3. To retain its present over-all organization, CAHPER, but to encourage the growth within this framework of two or three organizations, the Canadian Physical Education Association, the Canadian Recreation Association and perhaps the Canadian Health Association. This was proposed by Marshall Smith and has been popularly called the "Marshall Plan."

There are certain advantages and disadvantages within each proposal and therefore it is difficult to arbitrarily suggest that only one course should be taken. Each member will have to decide, by discussion within the branch which proposal he favours. Two constitutions have been prepared for branches to consider: a revision of the present one and one which would make the association truly professional. A constitution to satisfy the third proposal has not been prepared because of time limitations, because of the complexity of the proposal as far as making such a constitution is concerned, and because it requires much further study and analysis. A continuing Constitution Committee could study this plan for the future. At the same time, however, branches should consider the plan now to direct the incoming executive at the biennial convention if such a proposal should be seriously considered.

But briefly, what are some of the advantages and disadvantages of the three plans.

PLAN 1—The Canadian Association for Health, Physical Education and Recreation.

Advantages

1. The present name has been in operation since 1948.
2. The association has grown considerably in the last few years.
3. It appears as if local, provincial and national recognition is slowly but certainly improving.

4. Recreation personnel appear to be showing more interest in CAHPER. Our representatives at the Western Recreation Conference in Banff reported that delegates were in favour of increased support of our Association. If this group and another such as the Society of Municipal Recreation Directors of Ontario would give us their overwhelming support we would gain in increased stature and be truly a "voice" for recreation. There is an undoubted ground swell of enthusiasm being demonstrated by recreation people towards CAHPER.

Disadvantages

1. It is not a truly professional association. An active member, our highest form of membership, is a person "professionally engaged in one or more of the related fields of Health, Physical Education and Recreation."
2. There are very few strictly health educators who are members of the Association.
3. The name has been criticized as being too cumbersome.
4. The association has copied the American Association for Health, Physical Education and Recreation. It is not in the British Commonwealth tradition, e.g., Australia Physical Education Association, New Zealand Education Association, etc.

PLAN 2—The Canadian Physical Education Association.

Advantages

1. The organization would be truly professional. An active member would be a person who has "successfully completed a degree or diploma in a recognized school of health, physical education and/or recreation."
2. It is probable that national, provincial and local recognition would be greater because of the more professional nature of the association.
3. The name is not cumbersome. It would mean more to the average person.
4. Such an association would be more in keeping with British Commonwealth traditions.

Disadvantages

1. The Association **was** initially organized as the Canadian Physical Education Association in 1933 and had its name changed to CAHPER in 1948 because this thought advantageous.
2. Due to membership restrictions there would be less members than there are now.
3. In all probability dues would have to be raised considerably if the same privileges as presently exist were continued.
4. We would lose recreation people who just now appear to be headed towards joining CAHPER.

PLAN 3—The "Marshall Plan."

Advantages

1. The Canadian Physical Education Association, the Canadian Recreation Association and the Canadian Health Association would be allowed to develop along whatever lines it deemed necessary according to the constitution it wrote. The Recreation Association could embrace Parks and Playgrounds, Community Programmes Branches, Recreation Associations and so on within its framework, all coming together with CAHPER in a joint executive with a joint publication.
2. Recreation and Health personnel, if Plan 2 were adopted, would not be lost.

Disadvantages

1. Such a plan would appear to be extremely difficult to organize.
2. There is no agreement from recreation people that this scheme would be approved by them.
3. There is no agreement from health people that this scheme would be approved by them.

These problems, then, have made the task of the Constitution Committee more difficult than is apparent at first glance. It is not the province of a few people on a committee to decide an issue so important to so many. The advantages and disadvantages of each plan presented are the opinion of only one individual and not the committee at large, and there may be disagreement on some points. It is realized that many more points could be brought out, but these undoubtedly will be in the discussion at the branch level.

I would like at this time to express my thanks to the members of the Constitution

Committee: **Hugh Noble, Wally Stinson, Jack Passmore** and **Maureen Bray,** as well as the following individuals co-opted for opinions at various times: **Bob Osborne, Peter Mullins, George Grant, Gerry Kenyon, Maury Van Vliet, Al Affleck, Jack Lang** and **Lorne Brown** in particular. I would like to pay a special tribute to **Gerry Kenyon,** formerly of the University of Saskatchewan, who laboured very long and very hard on behalf of the profession.

CAHPER HONOR AWARD ROLL CALL

1948

C. R. Blackstock
Ethel Mary Cartwright (deceased)
J. H. Crocker
A. S. Lamb (deceased)
Doris W. Plewes

1950

Silas H. Armstrong (deceased)
M. M. Brooker
E. W. Griffiths
Robert Jarman (deceased)
J. G. Lang
J. H. Ross
Florence Somers

1952

R. Wray Youmans (deceased) P.E.
Jules Gilbert — Health
Oscar Pearson — Rec.

1954

Mr. Alphonse Dulude — Rec.
Iveagh Munro — P.E.
Mary Barker — Health

1957

Cecile Grenier — P.E.
Alberta Hastie — Health
William Bowie — Rec.

RECOMMENDATIONS FOR HONOUR AWARDS

to be announced at the June Convention of Canadian Association for Health, Physical Education and Recreation should be submitted by **April 15th** to **Dr. J. B. Kirkpatrick, Dean of Faculty of Education, University of Saskatchewan, Saskatoon, Saskatchewan.**

Make your recommendations under the following headings:

1. Name in full .....
3. Date and Place of Birth: .....
4. Citizenship: .....
5. Education (including degrees, scholarships, prizes, etc.):
6. Professional Training:
7. Experience:
8. Public or quasi-public offices held:
9. Affiliations and membership:
10. Honours received:
11. Publications:
12. Other contributions:
13. Nominated by: .....

Endorsed by 1. .....

Endorsed by 2. .....

Nominations for Officers 1959-61

Deadline date extended to February 20th. A repeat request is made to the membership for consideration of officers.

IT IS ESSENTIAL THAT ALL NOMINATIONS BE MADE ONLY WITH THE PERMISSION OF THE CANDIDATE.

Send all names to the Chairman, Nominations Committee, Lorne E. Brown, College of Education, University of B.C., Vancouver, B.C.

BRANCH REPORTS:

M.A.P.E.R.S. Hold Well Attended Conference

By DR. J. W. MEAGHER
President Elect of M.A.P.E.R., University of New Brunswick, Fredericton, N.B.

The 1958 Conference of the Maritime Association for Physical Education and Recreation is now history, and every one of the one hundred and thirty-four delegates and guests left Fredericton on November 16th with a greater appreciation for the place of fitness in our schools, colleges, playgrounds and recreation programmes.

The focal point for this year's two-day conference was the University of New Brunswick—the only Atlantic area university offering a full undergraduate professional physical education course.

On Friday afternoon, November 14th, registration was held under the supervision of **Mary MacKinnon** of Halifax. At 3:15 the first business session was held under the chairmanship of **Bill Ritchie.** The relationship between M.A.P.E.R. and CAHPER was discussed in some detail as was the annual Folk and Square Dance Festival held in Halifax. Following this session tours of the university campus were conducted by U.N.B. Physical Education students under the direction of **L. J. (Amby) Legere.**

On Friday evening the University of New Brunswick sponsored a banquet for delegates and guests at the Lord Beaverbrook Hotel. The speaker was **Miss Bonnie Prudden,** Director of the Physical Fitness Institute, White Plains, New York. Miss Prudden discussed the reasons behind her program and the necessity of re-educating the youth of America in the light of findings reported subsequent to the application of the Kraus-Weber test. **Dr. C. William Argue,** Dean of Science, represented the president of the university, while **Dr. F. E. MacDiarmid,** Deputy Minister and Chief Superintendent of Education for New Brunswick, represented the minister and the provincial authorities. Following the dinner a social evening was held under the direction of **Della Cody** and **Andy Martin.**

On Saturday, November 15th, the delegates were treated to a most active and interesting day. A symposium entitled "Let's Take a Closer Look at Fitness," was held under the chairmanship of **Dr. A. F. Vanwart,** President of the Canadian Medical Association. **Mr. Hugh A. Noble,** Director of Physical Fitness and Recreation for Nova Scotia, contended that our program should be more along the lines of education OF the physical rather than through the physical. **Dr. Mary Southern - Holt,** Director of the Division of Child and Maternal Health for New Brunswick, suggested that physical fitness or efficiency was basic to the proper growth and development of the child and had a specific application insofar as pre-and post-natal programs are concerned. **Mrs. Gertrude Owen,** Executive Secretary of the Parks and Recreation Association of Canada, contended that the whole idea of basic fitness applied equally to the recreational agencies and the schools but insisted that arts, crafts, hobbies, reading, walking, running and similar leisure pursuits should not be neglected. **Miss Katherine MacLaggan,** Director of the U. N. B. School of Nursing, suggested that an intimate relationship must exist between the health, medical, nursing, remedial, creative and physical fitness programs.

Following the symposium **Dr. Doris W. Plewes** conducted a discussion and demonstration centered around the Canadian Physical Efficiency Test. A group of Fredericton elementary and high school students was recruited to demonstrate each of the eight items on this battery.

On Saturday afternoon, **Miss Bonnie Prudden** presented a demonstration of fitness exercises to music with the assistance of U.N.B. Physical Education students and others. She stressed the importance of

power and flexibility and contended that these two were areas in which modern youth was weakest. Most of her work was developed in the light of the Kraus-Weber test, though she did emphasize that these tests were specifically designed to measure basic muscle fitness rather than general physical fitness.

Barbara Fry

A final business session was held late Saturday afternoon, and at that time the slate of officers was announced for the 1958-59 term. They were as follows:

President — **Miss Barbara Fry,** Physical Fitness and Recreation Division, Dept. of Education, Provincial Building, Box 578 Halifax, N. S.

President Elect—**Dr. John W. Meagher.**

Vice-President (Physical Education—**Mr. Edmund Skiffington.**

Vice-President (Recreation) — **Lt. Cdr. James Arnott.**

Secretary: **Mrs. Warren Publicover,** 253 Fuller Terrace, Halifax, N.S.

Treasurer—**Mr. Paul Crowe.**

The Conference Planning Committee consisted of **Stanley Spicer, John W. Meagher, Miss Jean Marie Carney, Bill Ritchie.**

MOVEMENT COURSES . . .

(Continued from page 29)

6. Harrison, R. and Dorcus, R. "Is Rate of Voluntary Bodily Movements Unitary?" Journal of General Psychology. 18:31-39, 1938.
7. Hollingworth, H. L. "Correlation of Abilities as Affected by Practice." Journal of Educational Phychology. 4:405-413, 1913.
8. Jones, H. E. "The Development of Physical Abilities." National Society for the Study of Education, 43rd Yearbook, Part 1; 123-45.
9. Lemon, Eloise and Sherbon, Elizabeth. "A Study of the Relationships of Certain Measures of Rhythmic Ability in Girls and Women." Research Quarterly, Vol 5 (March, 1954).
10. Lindeburg, Franklin A. "A Study of the Degree of Transfer Between Quickening Exercises and Other Co-ordinated Movements." Research Quarterly, Vol. 20; 180-196 (May, 1949).
11. Muscio, B. "Motor Capacity with Special Reference to Vocational Guidance." British Journal of Psychology. 13:157-184, 1922.
12. Pacaud, S. "Contribution to the Study of Voluntary Movements." Annee Psychology. 40:152-170, 1939.
13. Perrin, F. A. C. "An Experimental Study of Motor Ability." Journal of Experimental Psychology, 4:25-57, 1921.
14. Seashore, R. H. "The Aptitude Hypothesis in Motor Skills." Journal of Experimental Psychology. 14:555 plus, 1932.
15. "Some Relationships of Fine and Gross Motor Abilities." Research Quarterly. 13:259-274. (October, 1942).
16. Scott, Gladys, editor. "Research Methods Applied to Health, Physical Education and Recreation." American Association for Health, Physical Education and Recreation. Washington, D.C. 1949.
17. Thorndike, E. L. "Educational Psychology." Vol II. (1919).

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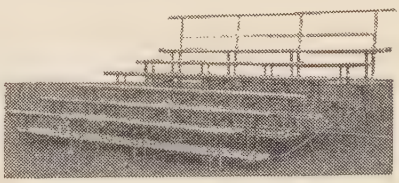

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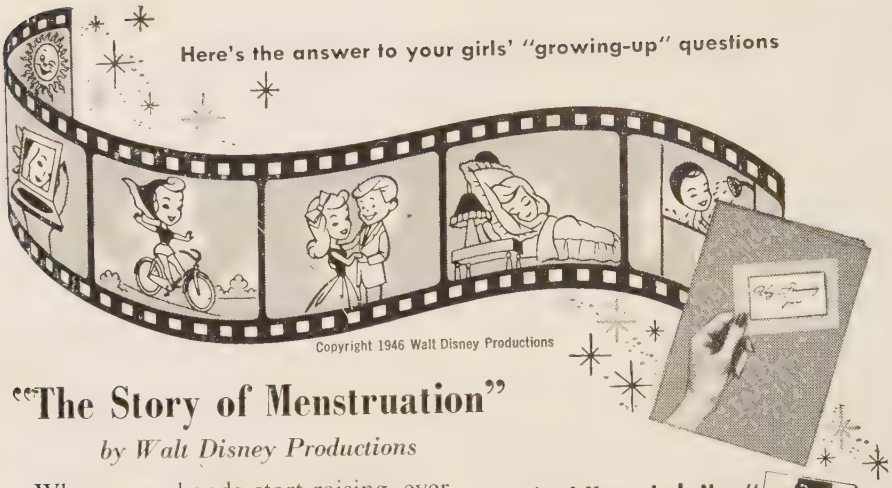

"The Story of Menstruation"

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When eager hands start raising, ever wish you had *all* the answers at your fingertips? Wish granted!—when *this educational program* goes to work for you.

First there's the incomparable 10-minute sound and colour movie by Walt Disney Productions: "The Story of Menstruation," showing with charm, taste and mature appeal just how normal and natural this function is.

"Very Personally Yours", a 20-page booklet prepared for girls 12 and over, supplements the film, gives further details about growing up—physically and socially.

"You're A Young Lady Now"

—tells girls 9 to 12 all they need to know about menstruation—protects them from unpreparedness.

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Please send me free on short-term loan (except for return postage) your 16 mm. sound film "The Story of Menstruation".

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Also send the following:
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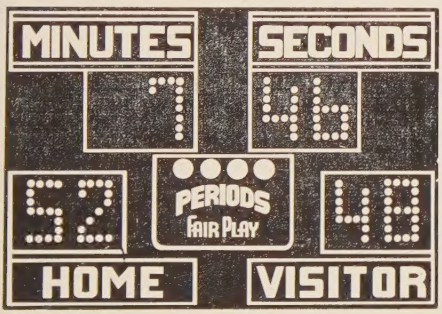
TRANS-CANADA GRAPEVINE

Notes from Saskatchewan Field Studies:

A study involving over 400 Saskatchewan cadets conducted by **E. W. Stinson** and **S. A. Green** under the auspices of the Royal Canadian Army Cadets revealed a Kraus-Weber minimum muscular fitness test failure of 50% weakness failure of 27% and a flexibility failure of 38%. After a camp period of 6 weeks which included rigorous exercise activity under the direction of the sports officer, the failure levels dropped to 19%, 8% and 15%.

In another study which utilized Kraus-Weber tests at a Provincial 4-H Club Leadership Training Camp, **William D. Ross** and his Fitness and Recreation Interest Groups tested 51 girls and 44 boys from all agricultural representative's districts in the province. The girls had a failure rate of 43%, weakness failure of 29% and a flexibility failure of 18%. The boys had a failure rate of 25%, a weakness failure of 2.3% and a flexibility failure of 25%.

The CHOICE of Champions — —:



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In answering a question regarding participation in physical education classes exclusive of before school, recess, noon or after school activities, 6 girls and 9 boys reported they had physical education at least some time during the year. 45 girls and 35 boys reported they had NO physical education, not even during part of the year. It was also revealed that they participate in practically no vigorous sport with the exception of hockey, which was engaged in by 88% of the boys and skating by 60% of the girls. While there is a fair degree of participation in baseball, softball and curling, it is claimed the benefits are mainly social although, in some cases, these activities may have a little value in physical development.

When one reads about polished entertainers performing at conventions those CAHPER members who attended the Regina Convention of the Parks and Recreation Association of Canada will no doubt be reminded of the captivating personality and voice of **Levis Sauve of Verdun, Quebec.** Levis has been a regular attender of the P.R.A. of C. conventions and anyone who has has heard him sing or tell a story always look forward to hearing him. He almost represents a hazard to the planning committee in that the popular demand of "more . . . more" by the delegates would prove difficult for the committee were it not for the gracious way Levis deals with the demand.

In providing entertainment on the lighter side of the Western Recreation Conference **Jim Belford** moved from humour, to song, to dance and back to humour with the relaxed air of an accomplished entertainer. Clad in the kilt of his homeland he drew the enthusiastic applause of the delegates. Certainly those who saw him in action will be looking forward to seeing him in action again at the CAHPER convention in June.

Jim Belford is a recent addition to the Fitness and Recreation Division of the Saskatchewan's Department of Education. Presently he is a field representative working out of Fort Qu'Appelle in the lovely Qu'Appelle Valley. He is a graduate of the Scottish School for Physical Education and

(Continued on inside Back Cover)

BOOK REVIEWS

"Your Swimming Pool—Its Program and Operation"

By the National Council of the Y.M.C.A. of Canada—1958. Published by the Y.M.C.A. of Canada, 15 Spadina Road, Toronto 4, Canada. pp. 127, $1.00

Reviewed by W. Donald Smith, Ed. D.
School of Physical Education,
University of Alberta.

This is an excellent booklet on aquatics prepared for use in the Y.M.C.A's of Canada. It is a welcome addition to the libraries of those who either administer or supervise the program and operation of a swimming pool. The Aquatic Committee is a subcommittee of the Physical Education Committee of the National Council of Y.M.C.A's. Members of the Aquatic Committee responsible for this publication are Charles DeHeck, E.G. (Ted) Gambriel, Bert Life, Barry Thompson, and Cressy McCatty, the chairman.

Although prepared specifically for the Y.M.C.A. and to serve as a companion to the "Y.M.C.A. Swimming Manual," anyone interested in aquatics will find this booklet very useful. There are seven chapters on program, one on water safety education materials, and one on the operation of the swimming pool. Program activities range from stunts, games and novelty races through Aquatic Shows and Swimming for the Handicapped to Skin and Scuba Diving.

There is an excellent chapter on the Organization and Conduct of Swimming Meets. Of special interest is a listing of duties of officials and the welcome addition of an M.D. in attendance as well as a house electrician.

The section on Diving might include a breakdown of points for judging based on a proportion of ten for the starting position, run, take-off, etc. in a future revision.

The title is rather misleading as only eleven of the 127 pages are devoted to operation of the swimming pool. The inclusion of a sample, daily check sheet listing temperatures, pH, time of filtration, etc. would be a useful addition to the chapter on operation.

"Your Swimming Pool—Its Program and Operation" is a timely and carefully prepared publication which offers a valuable contribution to aquatics in Canada.

The Dynamics of Groups at Work — by Herbert A. Thelen. University of Chicago Press, Chicago (Toronto: University of Toronto Press) 1954. 379 pp. Price $6.00.

Reviewed by R. D. McDonald
Assistant General Secretary Y.M.C.A.

Social group work, arising as it has out of the context of social work and social casework, has an orientation towards the welfare of the individual person, his growth and maturity—and the group is the instrument used to achieve these purposes. The group worker sees the need for studying individual growth and behaviour as a prerequisite to dealing with group experience. The importance of respect for individual personality comes through very clearly in this process—and the process of "individualization" becomes a basic principle of group work. Group work has, therefore, a built-in morality and its practice is essentially an art.

There is another and equally important approach to the group—the scientific and technological. Herbert Thelen makes an outstanding contribution to this field. The reader might be well advised to start his reading with Chapter 6 where the "Basic Principles of Social Technology" are set down. These are stated as:

"The Principle of External Demand", which is the principle that requires the group to establish an objective goal which all the members share because they are able to "externalize" it and give it freedom from the separate feelings and longings which each member individually holds.

"The Principle of Responsibility Assigned to Groups", which is the principle that requires that responsibilities should always be towards groups rather than individuals.

"The Principle of Individual Challenge in the Least-Sized Group" which is the principle that, subject to the requirements of the task, a group should be as small as possible in order to maximize motivation, participation, the individual sense of responsibility, and a recognition of individual contributions.

"The Principle of Steering by Consequences", which is the principle that recognizes that each act changes the situ-

ation in which the next act is performed. It recognizes the need for continuity of correction in group activity.

These four principles are demonstrated in the first part of the book by case presentations on "Rebuilding the Community through Citizen Action", "Educating Children through Need-Meeting Activity", "Training for Group Participation: The Laboratory Method", "Developing the School through Faculty Self-Training", and "Administration and Management".

In the second part of the book an attemp is made to understand the processes described in the first part. Thelen's method is one of trying to identify common factors that exist in all the different settings described earlier. To do this he discusses "membership", "integration", "problem-solving", "leadership", and finally "community".

The author suceeds remarkably well in giving new dimensions to group experience. His illustrations make the reading of his analysis both easy and stimulating. He has brought home forcefully to this reader an impression of "group dynamics research" that has been forming over the past few years—namely that the chief contribution of the research so far has been to provide "spatial dimensions" to group life.

Some sentences taken out of the context might make the conscientious group worker break out in a cold sweat for fear of the individual personalities involved in these spatial relationships. But this is to misunderstand completely what Thelen and others are writing about. They are writing about more effective, efficient, or productive group life, as distinct from the group work purpose of helping individuals to maturity through group experience.

What we need in the new field is more writing on ethics and philosophy. Reading between the lines it is obvious that Thelen has as much respect for individual personality as the most committed group worker. He is trying to show that there is a fundamental difference between manipulation of a situation and the manipulation of persons—and he is dealing with the situation. Put even more positively, it might fairly be said that unless one understands the situation and knows how to manipulate it, one cannot free the individual in the group to make his most creative contribution to its and his (the individual's) goals.

TRANS-CANADA GRAPEVINE . . .

(Continued from page 39)

Hygiene. He is particularly interested in elementary school physical education, folk dancing, soccer and track and field. Both he and his wife, Jessie, who is a graduate of the London School of Music, are enthusiastic campers and have considerable camp leadership experience. Jim has been a scoutmaster both in Scotland and Saskatchewan.

* * *

Paul Thomas, recently of the staff of the University of Saskatchewan, has moved to the U.S. where he is presently on the staff of San Fernando Valley State Teachers College, California.

Earle Zeigler, who spent several years in Canada at the University of Western Ontario, one time editor of the Canadian Association Journal, is now in charge of Professional Preparation at the University of Michigan, Ann Arbor.

* * *

Clair Buckley, a graduate of McGill and former general secretary of the YMCA in Woodstock, Ontario recently was appointed executive secretary of the Central Branch of the Edmonton Metropolitan YMCA.

* * *

CONGRATULATIONS are in order for **Johnny Meagher,** Director of the School of Physical Education at U.N.B., who completed his doctorate at Pennsylvania State College in June 1958.

* * *

During this, the fourth year, of the North York Grade V Water Safety Program some 3,700 pupils from 64 North York Public Schools will receive swimming instruction. Each Grade V pupil receives eight lessons.

* * *

Sydney Moore has been appointed regional field supervisor for the Community Recreation Bureau of the Alberta Government, Syd is a former physical director of the Regina YMCA and a former recreation supervisor of the Vermilion School of Agriculture at Vermilion, Alberta.